

HEALTH AND PHYSICAL EDUCATION
STUDENT'S TEXT BOOK
GRADE 10



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

HEALTH AND PHYSICAL EDUCATION STUDENT'S TEXTBOOK GRADE 10



HEALTH AND PHYSICAL
EDUCATION
STUDENT'S TEXTBOOK
GRADE 10



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

Take Good Care of This Textbook

This textbook is the property of your school.

Take good care not to damage or lose it.

Here are 10 ideas to help take care of the book:

1. Cover the book with protective material, such as plastic, old newspapers or magazines.
2. Always keep the book in a clear dry place.
3. Be sure your hands are clean when you use the book.
4. Do not write on the cover or inside pages.
5. Use a piece of paper or cardboard as a bookmark.
6. Never tear or cut out any picture or pages.
7. Repair any torn pages with paste or tape.
8. Pack the book carefully when you place it in your school bag.
9. Handle the book with care when passing it to another person.
10. When using a new book for the first time, lay it on its back. Open only a few pages at a time. Press lightly along the bound edge as you turn the pages. This will keep the cover in good condition.



HEALTH AND PHYSICAL EDUCATION STUDENT'S TEXTBOOK

GRADE 10

Writers:

Mrs. Meseret Teshome

Mr. Mulugeta Hagos

Editors:

Dr. Tesfaye Dessalegn (Content editor)

Mr. Solomon Wolde (Pedagogy editor)

Dr. Teshome Egere (Language editor)

Illustrator:

Dr. Haileyesus Gedefaw

Evaluators:

Dr. Habtamu Demelash

Mr. Wondale Sitote

Mr. Zenaw Girma



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

MINISTRY OF EDUCATION



HAWASSA UNIVERSITY

First Published August 2023 by the Federal Democratic Republic of Ethiopia, Ministry of Education, under the General Education Quality Improvement Program for Equity (GEQIP-E) supported by the World Bank, UK's Department for International Development/DFID-now merged with the Foreign, Commonwealth and Development Office/FCDO, Finland Ministry for Foreign Affairs, the Royal Norwegian Embassy, United Nations Children's Fund/UNICEF), the Global Partnership for Education (GPE), and Danish Ministry of Foreign Affairs, through a Multi Donor Trust Fund.

©2023 by the Federal Democratic Republic of Ethiopia, Ministry of Education. All rights reserved. The moral rights of the author have been asserted. No part of this text book reproduced, copied in a retrieval system or transmitted in any form or by any means including electronic, mechanical, magnetic, photocopying, recording or otherwise, without the prior written permission of the Ministry of Education or licensing in accordance with the Federal Democratic Republic of Ethiopia as expressed in the Federal Negarit Gazeta, Proclamation No. 410/2004 - Copyright and Neighboring Rights Protection.

The Ministry of Education wishes to thank the many individuals, groups and other bodies involved – directly or indirectly – in publishing this Textbook. Special thanks are due to Hawassa University for their huge contribution in the development of this textbook in collaboration with Addis Ababa University, Bahir Dar University and Jimma University.

Copyrighted materials used by permission of their owners. If you are the owner of copy righted material not cited or improperly cited, please contact the Ministry of Education, Head Office, Arat Kilo, (P.O.Box 1367), Addis Ababa Ethiopia.

PHOTO CREDIT:

<https://www.gettyimages.com>

<https://www.shutterstock.com>

<https://www.istockphoto.com>

<https://www.vectorstock.com>

<https://www.alamy.com>

<https://www.pngegg.com>

<http://clipart-library.com>

<https://www.stock.adobe.com>

<https://www.123rf.com>

<https://www.wallsheaven.com>

Printed by:

GRAVITY GROUP IND LLC

13th Industrial Area,

Sharjah, UNITED ARAB EMIRATES

Under Ministry of Education Contract no. : MOE/GEQIP-E/LICB/G-01/23

ISBN:978-99990-0-073-4

FOREWORD

Education and development are closely related endeavors. This is the main reason why it is said that education is the key instrument in Ethiopia's development and social transformation. The fast and globalized world we now live in requires new knowledge, skill and attitude on the part of each individual. It is with this objective in view that the curriculum, which is not only the Blueprint but also a reflection of a country's education system, must be responsive to changing conditions.

It has been almost three decades since Ethiopia launched and implemented new Education and Training Policy. Since the 1994 Education and Training Policy our country has recorded remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continue to be made, to improve the quality of education.

To continue this progress, the Ministry of Education has developed a new General Education Curriculum Framework in 2021. The Framework covers all pre-primary, primary, Middle level and secondary level grades and subjects. It aims to reinforce the basic tenets and principles outlined in the Education and Training Policy, and provides guidance on the preparation of all subsequent curriculum materials – including this Teacher Guide and the Student Textbook that come with it – to be based on active-learning methods and a competency-based approach.

In the development of this new curriculum, recommendations of the education Road Map studies conducted in 2018 are used as milestones. The new curriculum materials balance the content with students' age, incorporate indigenous knowledge where necessary, use technology for learning and teaching, integrate vocational contents, incorporate the moral education as a subject and incorporate career and technical education as a subject in order to accommodate the diverse needs of learners.

Publication of a new framework, textbooks and teacher guides are by no means the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guider and facilitator. To assist this, teachers have been given, and will continue to receive, training on the strategies suggested in the Framework and in this teacher guide.

Teachers are urged to read this Guide carefully and to support their students by putting into action the strategies and activities suggested in it.

For systemic reform and continuous improvement in the quality of curriculum materials, the Ministry of Education welcomes comments and suggestions which will enable us to undertake further review and refinement.

**ADDIS ABABA,
ETHIOPIA
2023**

**FEDERAL DEMOCRATIC REPUBLIC
OF ETHIOPIA
MINISTRY OF EDUCATION**

ACKNOWLEDGEMENT

The Ministry of Education of the Federal Democratic Republic of Ethiopia has made an incredible effort to make the development of this teaching-learning material existent. The center of excellences in education namely, Addis Ababa University, Bahir Dar University, Hawassa University and Jimma University contributed a lot to the development process of the student textbook. Gratitude is also extended to reviewer Dr. Tilahun Bereded and validators who put their invaluable support during the review of the teaching-learning material and all who participate in the validation process. Thanks to every individual represented from different stakeholders for their constructive feedbacks during the validation workshop. Finally, we would like to thank Curriculum Development and Implementation Directorate Office.

INTRODUCTION

This book is written for grade ten students studying health and physical education in grade ten. This will help you to grasp health and physical education concepts and various sporting skills that will last for a lifetime. In most cases during the day time, you spent being physically inactive that leads to hypokinetic disease. These will result in increased morbidity rate, less productive citizens and economic crisis. To minimize these challenges being physically active and lifelong exercise is crucial. As a high school student you are at good physical age to learn and practice various physical exercises and sporting activities. Health and physical education provide opportunities to recognize how to interact positively with others and develop physically, mentally, socially and spiritually. Therefore, it will enable you to learn and practice health-related and skill-related fitness components. To develop these fitness, it is advisable to spend some of your after school time or leisure time through performing different sporting activities so that you will keep your health and overall wellbeing.

This book is organized to eight units each unit starts with an introduction that briefs about it, which is followed by the main contents to be covered throughout the unit and promote key words that are included in and learning outcomes that are expected to be attained at the end of the unit. The contents are organized with notes, activities and illustrations to support the text and you hold an interest to keep on studying. At the end of the unit there are summery, review checklist and review exercises that will assist to consolidate the unit contents.

Learning methods

Your class is heterogeneous and there exists an individual difference. Thus, different students in the classroom will require a different style of learning. The four core learning styles are visual, auditory, reading and writing, and kinesthetic.

Effective learning is identified when a positive atmosphere for learning is created by giving quality instruction that will encourage co-operative learning by students. A quality physical education lesson is identified by the following characteristics:

- ◆ Students engaged in relevant activities for a longer period of time during the lesson with clear objectives and a high rate of feedback.
- ◆ Teachers are enthusiastic about what they are teaching and how much time they spend on lesson activities and use short action oriented cues when changing from one activity to another in the learning environment.
- ◆ changing from one activity to another in the learning environment.

TABLE OF CONTENTS

UNIT ONE.....	1
SPORT AND SOCIETY	1
1.1 Sport and media	2
1.2 Sport and religion	7
1.3 Sport and politics	8
1.4 Famous sports persons' humanitarian and peace development activities.....	10
1.5 Basic rules of Anti-Doping	11
UNIT TWO.....	17
HEALTH AND PHYSICAL FITNESS	17
2.1. Methods of physical fitness training	19
2.2. Impacts of sedentary life.....	24
2.3 Exercises to develop cardiovascular endurance.....	27
2.4. Exercises to develop muscle endurance.....	28
2.5 Exercise to develop strength	33
2.6 Flexibility developing exercises	37
UNIT THREE.....	43
ATHLETICS	43
3.1. History of world athletics	45
3.2 History of African athletics.....	47
3.3History of Ethiopian athletics	48
3.4. Horizontal jumps.....	49
UNIT FOUR	66
FOOTBALL	66

4.1 Strategies in football	67
4.2. Skills of football.....	70
UNIT FIVE	85
VOLLEY BALL	85
5.1. Some basic rules of volleyball	86
5.2. Blocking skills of volleyball	91
UNIT SIX.....	99
BASKETBALL	99
6.1 Basic rules of basketball	100
6.2 Lay-up shooting Skills of basketball	105
6.3 Extended arm lay-up shoot	106
6.4 Mini basketball games	108
UNIT SEVEN	112
HANDBALL.....	112
7.1. General rules of handball	113
7.2. Goalkeeping.....	116
7.3. Advanced skills of handball	121
UNIT EIGHT.....	127
SELF-DEFENCE AND SPORT ETHICS	127
8.1. Ethics in sport and self-defence	128
8.2. Basic conflict resolution techniques	133
8.3. Advanced self-defence techniques and rules	138

UNIT ONE

SPORT AND SOCIETY



Introduction

In your grade nine, the topic of sport and society was well addressed. Try to relate what you have learned previously to this topic. This unit will cover sport issues that have a relation with society in one way or another. This unit will cover the major issues of sport and society. Sport and society are interrelated. In your daily life you might have a chance to hear about sport news from different sources, become familiar with sport celebrities, and be aware of the types of sport and the major games in that season.

Sport is liked for its socializing and interacting nature. The sport industry benefits the society. The establishment of gymnasiums and recreational centers not only reduce unemployment rate but also help to keep the health of the society that will yield productive and healthy generation. Ethiopian athletes participate in major games and win huge amounts of money awards. Such foreign currency support Ethiopians in various ways. The society benefits from the sports in different ways, for instance investor establish sport clubs, and support national teams. Therefore, sport and society are interconnected in one way or another.

Unit learning outcome

At the end of this unit, you will be able to:

- ◆ understand the relationship between sport and society;
- ◆ examine the impact of media in sport;
- ◆ recognize the positive relationship between sport and religion and,
- ◆ distinguish the basic rules of anti-doping.

MAIN CONTENTS

1.1 Sport and media

1.2 Sport and religion

1.3 Sport and politics

1.4 Famous sports persons' humanitarian and peace development activity

1.5 Basic rules of anti-doping

Key words

Sport, Society, Media, Religion, Politics and Humanitarian activity

Start-up activity

- ◆ Be in pair and discuss on the following question and reflect your views for the whole class.
- ◆ Is there any relationship between sport and society? Justify your answer.

1.1 Sport and media

Learning competency

At the end of this lesson, you will be able to:

- ◆ discuss the role of media in sport and,
- ◆ relate the role of sport with social values of a society.

Activity 1.1

Do the following activities in group.

1. What types of media do you know?
2. Discuss on the types of media you know that report sport news.
3. Explain the role of media for the society and sport.



Figure 1.1 Sport and media

Some of you might have a habit of watching football competition through television or listening results and fixtures of tournaments from a radio program or read weekly newspapers or browse internet to get information about the sport that you prefer most. All of these are sources of information and ways of communication to connect the sport world with others.

The word media refers to a way of communications such as radio, television, newspaper and magazine. These are main stream media that have a huge influence on people.

1.1.1. Types of mass media

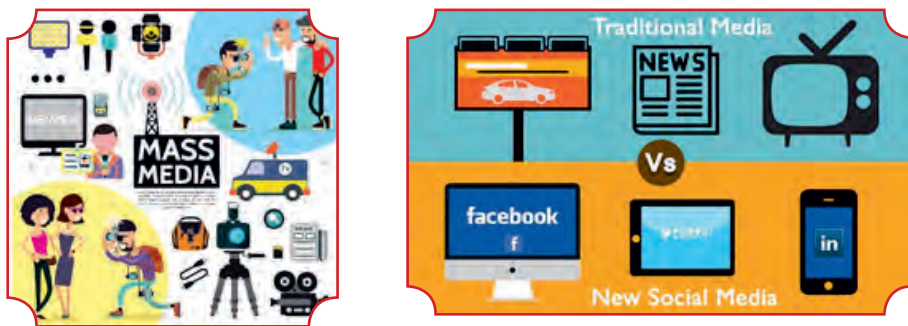


Figure 1.2 Types of media and media tools

First, let us begin with a brief definition of what mass media is. The term mass media refers to a way of mass communication which spreads information to the public using different means like newspaper, magazine, radio and television. It addresses large population shortly.

There are three types of media. These are:

A. Print media

B. Broadcast media

C. Internet

In each of the above stated types of media there are well trained and professional individuals in reporting events. The individuals are known to be journalists. Regarding sport event news and reporting there should be a professional sport journalist who is responsible in gathering and reporting worldwide sporting events to the public.

Print media is the oldest of all types of media. As the name indicates print media publicizes news or information in a printed or publication form or hard copy, such as newspaper, journal, book and magazine. Before the rise of radio and television the print media was at the frontline to address the public on the overall news of the country and also the world at large. In former times, most people trust such kind of media because they have better sources and are accountable.



Figure 1.3 Print media

Broadcast media is usually called electronic media. Broadcast media spread information to the public using electronic mass communication medium which usually uses audio or video. The broadcast media includes radio and television which are easy and enjoyable. Broadcast media generally address almost all nations. These media provide news and entertainment programs.

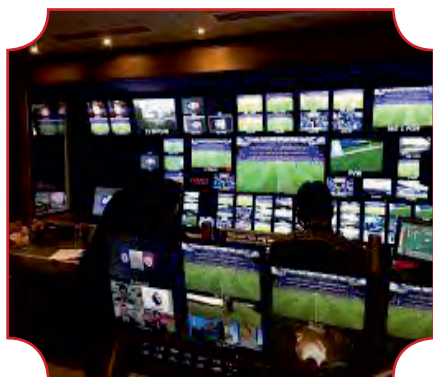


Figure 1.3 Broadcast media

Internet is the new version of information and communication, which currently the youth are very familiar with. It is easily accessible. Internet is the fastest information dissemination media. Relying on radio and television screen as the only sources of information has declined as technology of internet emerges. Through internet you can find the very latest information from all over the world. However, you should be very selective and careful in using internet as a source because sometimes self-fabricated information may grab your attention and misinform you. Through internet you can follow live games, talk shows, read newspapers and so on. As you learned in grade nine the development of technology benefits the sport society as well.

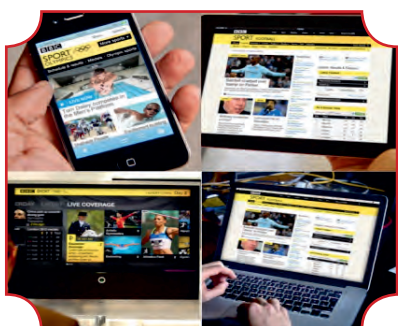


Figure 1.4 Internet

1.1.2 Role of media

Media plays a massive role in shaping a society and build generation. It is also the responsibility of mass media to play a role in leadership and guidance. Mass media could play an effective, instructive and leading role in development, awakening public consciousness and raising public awareness by spreading novel ideas.

One of the industries that claimed media technology is sport. The sport industry is developed well and there is direct impact of the mass media. Mass media has undeniable role in meeting the need for awareness and entertainment through transferring information to the audience and exchanging thoughts and analysis. Without media, the sport does not get the funding that it needs which means it is unable to get the facilities and advertisements it needs to grow as a sport. The development of sport has an impact on social development; as you remember from your grade nine sport and economy lesson, the development of the sport economy also enhances the society at large in different ways.

Infotainment is the way of information providing to the public using entertaining mechanisms such as drama, talk shows, discussions, and the like. The way of delivering may vary in order to grab audience's attention and increase demand of using that specific type of media. Any of the media includes programs that can teach, aware, entertain and inform the society. Therefore, the fundamental role of media is mainly:

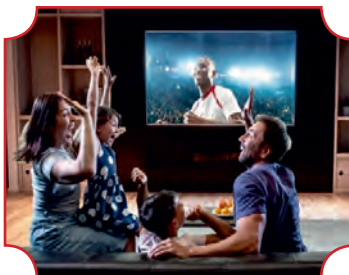
A. Educating

B. Entertaining and

C. Informing



(a)



(b)



(c)

Figure 1.5 Role of media (a) Education, (b) Entertainment, (c) Information

1.1.3. The influence of media for the development of sport

Sport development is a step toward national development. Mass media is used as a tool to embrace peoples' interest in sport and this interest increase if the audience develops attention to mass media. Due to its diverse personal and social life advantages, sport has attracted the attention of people and government. Thus, mass media is an important means of sport development, which influence sport development objectives.

This helps people to know their surrounding and make important personal and social decisions based on clearer and more updated information so that they could be familiar with their social responsibilities, especially for development.

Media focus on professional and championship sports. The media coverage for football World Cup and Olympic Games is very high where as Women Football World Cup and Paralympic games have lower media coverage. Even though, recreational, educational, disability, and local sports are largely practiced, they got little attention in almost all

media. That affects its development; therefore, media requires to pay deeper attention to paving the way for implementing sport activities which is inclusive regardless of gender and disability bias to achieve physical and mental health in the society.

1.2 Sport and religion

Learning competency

At the end of this lesson, you will be able to:

- ◆ find the positive relationship between religion and sport and,
- ◆ identify the role of sport with social values of a society.

Activity 1.2

Take a moment and think about the following questions. Then share your views with your friends who are sitting on the same desk with you.

1. What dose religion means to you?
2. Do you think that there is any relationship between sport and religion?

The relationship between sport and religion goes back to the ancient society. They are closely linked. In primitive societies, athletic activities began as religious rituals. The physical activities of that time were not organized and their purposes were for survival and safeguard a group from enemy. Sport is a ritual. Ritual is an important human activity, experienced at all levels of life in a certain social group. The academic study of sport and religion have focused on the centrality of ritual in both domains for multiple reasons.

Even though there is no one common definition given for religion, most agree on the following definition. **Religion** is a system of beliefs, values, and practices concerning what a person holds sacred or considers spiritually significant. The values and practices of religion help individuals to be emotionally and spiritually healthy. This is one of the objectives of school physical education and sports; that it is holistic development. Since ancient times, humanity has invented sports primarily as a means to display skills and physical prowess, as well as to entertain or offer excitement to others. Sports have always been used as a way to improve and develop skills such as unity and stability amongst men and women worldwide. Shared values of sport and religion such as fairness, equity, respect and so on strengthens social interaction and collaboration.

Sport and religion enables those who practice to develop some core disciples expected from the group that practice them. Both areas of practice involve devotion. In sports, codes exist to show how athletes and fans alike are to behave. Religion is also expressed in codes which are statements of rules that govern the behavior of the group.

The sport world is open for all human being regardless of race and gender so too is religion. Both sport and religion develop a sense of inspiration, excitement and passion which build the society in a very appropriate behavior and create strong bondage within.

The sport world strives to serve all in one by being secular, give equal opportunity, and establish governing bodies, rules and regulation.

Historical records show that there was religious influence on sport. However, through time this has been changed and by now believers of different religion considers the practice of physical activity and sports as something that is worth useful to keep the spiritual and physical health in line with the religious doctrine. The giant sport organizations such as International Athletes Association Federation (IAAF) currently named as World Athletics (WA) propose nutrition plan for those athletes in fasting season which implies the relation of sport and religion.



Figure1.6 Sport for all

1.3 Sport and politics

Learning competency

At the end of this lesson, you will be able to:

- ◆ explain the effect of sport on politics and vies versa and,
- ◆ debate on the role of sport on politics.

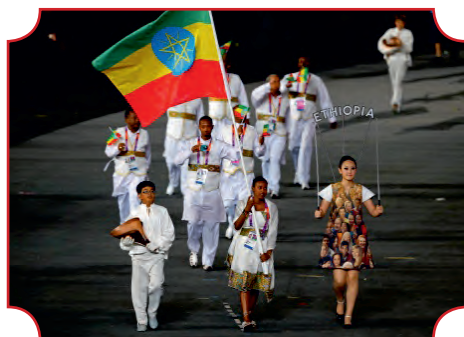
Activity 1.3

Be in groups and discuss on the following questions.

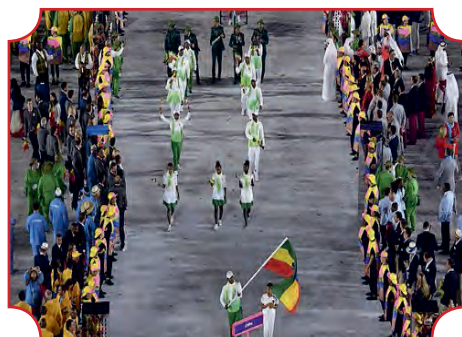
1. What does the term politics mean to you?
2. What relationship do you know between sport and politics?

Sports provide a platform for people to come together and support their country. International events like the Olympics and the World Cup serve as a case in point around which to rally and show national pride and unity. The bondage of sport and society is not as simple as recreation and fun. When you consider international major events such as Olympic Games all nations are represented regardless of their political

ideologies. However, there are some athletes who deviate from the spirit of Olympic and use the podium to show opposition.



(a)



(b)

Figure1.7 (a) and (b) Ethiopia in Olympic Games

During the middle ages (Medieval period) medieval kings held competitions to show their wealth, allowing the knights to prove their battle prowess and chivalry. Sport was used for military purpose as well. Hence, rigorous physical activities are performed to be physically strong and to secure the military.

Olympic Games are used to improve relation between countries and communities. But due to political crises Ethiopia missed the 1976, 1984 and 1988 Olympics.

- ◆ In 1976 more than 20 African and Arab countries withdrew from the games in protest at New Zealand's sporting links with apartheid in South Africa. The International Olympic Committee's refusal to ban New Zealand, whose rugby team was touring South Africa, resulted in the boycott. During that time South Africa was banned from the Olympics since 1964 for its refusal to condemn apartheid.
- ◆ In 1984 Ethiopia joined the Soviet-led boycott of the Los Angeles Olympics; the step was taken because the United States used the games 'for purely political purposes against socialist and progressive states.' Along with that, the National Olympic Committee (NOC) of Ethiopia expressed a resolute protest in connection with the British government's refusal to cancel the English rugby team's trip to the racist-ruled republic of South Africa. Ethiopia, an African nation friendly with the Soviet Union, was the 13th nation to announce it would not send athletes to the summer games.
- ◆ In 1988 Ethiopia confirmed officially that it would not participate in the Seoul Olympics, saying the holding of the games in South Korea 'weakens the struggle for peaceful (Korean) unification.' For this reason the Ethiopian Olympic Committee said the games should have been organized jointly by both North and South Korea.

Recently, more and more professional players are using their platforms to exercise their political views and support wider conversations about civil rights.



Figure 1.9 Sport and politics

1.4 Famous sports persons' humanitarian and peace development activities

Learning competency

At the end of this lesson, you will be able to:

- ◆ identify the role of famous sports persons' in peace development and,
- ◆ discuss the role of famous sports persons' in humanitarian activities.

The bondage between sport and society go beyond recreation and fun. Super stars in sport play a great role in countries peace development and humanitarian activities.

Activity 1.4

Discus with your friend and list some sport celebrities who participate in charity or peace development in your area.

Peace is fundamental element of human life. In order to host sporting events and accomplish sport trainings a peace and security of a country is vital. As world class athletes are ambassadors of their nations they have enormous followers all over the world. These athletes are models for the youths and influential in their countries' in many ways. Their participation in peace development and humanitarian activities makes them outstanding role models in the sport world. For instance, the well-known Ethiopian long distance runner Haile Gebresilassie is member of country elders (Ye Hager Shimagle) and participates in peace development of Ethiopia. Moreover, Haile Gebresilassie founded two schools in Assesla and Bahir Dar. He believes education helps poverty reduction. Thus, he puts his print in achieving the country's development and education goal as a super star athlete.

Sadio Mane is Senegalese football player financing huge amount of many in his native country for school building, and hospital aimed at helping his community apart from a school, Mane has actively donated football kits to poor children.

Didier Drogba former Ivorian professional footballer is another influential footballer who also has been involved in affairs of his country. In 2011 Côte d'Ivoire underwent civil war following a disputed presidential election, and in its aftermath Drogba was appointed to an 11-member truth and reconciliation commission established to ease the country's divide. The commission submitted a final report in 2014. Drogba was involved in philanthropic causes, and in 2007 he established the Didier Drogba Foundation.

Manuel Nuer a German football team captain established kids' foundation known as Manuel Nuer kids' foundation. It works on child welfare and right. He is also ambassador of Bundesliga Foundation.

Marcus Rashford's charity during the time of COVID 19 pandemic in Great Britain was incredible. He supports vulnerable children and families. In response to that he received an honorary doctorate degree from university of Manchester.

1.5 Basic rules of Anti-Doping

Learning competency

At the end of this lesson, you will be able to:

- ◆ discuss the basic rules of anti-doping and,
- ◆ describe anti-doping rule violations.

As you remember from your previous grade lesson doping has negative impacts on athletics and country. Now you are going to discuss the basic rules of Anti-Doping. There is governing body that controls and protects doping globally called World Anti-Doping Agency (WADA). This is an independent organization jointly founded by sports movement and governments. WADA's duty is to monitor and ensure anti-doping activities worldwide.

Activity 1.5

1. What do you know about anti-doping? Please discuss this with your colleague.
2. Who violates the anti-doping rule?

The world Anti-Doping Agency (WADA) establishes a code that governs every individual in the sports sector. The sports sector requires collaborative work between athletes, coaches, medical personnel, athlete's agents, and others. As they all have a role in sport there is accountability in a doping rule violation. The World Anti-Doping Code was first adopted in 2003, took effect in 2004, and was then amended effective 1

January 2009. The World Anti-Doping Agency revises its code every time. The newly revised 2021 WADA code has 27 articles. Accordingly, International Sports Federations and National Anti-Doping Offices also revise their code according to the nature of the sport type and countries contextualize the code with the rules, proclamations, etc.

1.5.1. Ethiopia National Anti-doping office

Before the establishment of the Ethiopian National Anti-Doping Office (ETH-NADO), in proclamation No 414/2004 Article 526, the basic rule of doping was managed under the criminal code of the Federal Democratic Republic of Ethiopia. ETH-NADO established by the FDRE council minister's of Regulations No. 400/2017 to enhance doping free sport. ETH-NADO exclusively governs the anti-doping activities in Ethiopia. However, all the national sport federations and associations are supposed to fight doping in their respective sport in collaboration with ETH-NADO and other stakeholders and promote clean sport.



Figure 2. 1 Fight against doping

Ethiopia National Anti-doping office accepts the World anti-doping agency code Article 2 anti-doping rule violation which constitutes the following:

- ◆ Presence of a prohibited substance or its metabolites or markers in an athlete's sample;
- ◆ Use or attempted to use by an athlete of a prohibited substance or a prohibited method
- ◆ Evading, refusing or failing to submit to sample collection by an athlete;
- ◆ A failures of a Whereabouts of an athlete;
- ◆ Tampering or attempted tampering with any part of doping control by an athlete or other person;
- ◆ Possession of a prohibited substance or a prohibited method by an athlete or athlete support a person;
- ◆ Trafficking or attempted trafficking in any prohibited substance or prohibited method by an athlete or other person;

- ◆ Administration or attempted administration by an athlete or other person to any athlete in-competition of any prohibited substance or prohibited method, or administration or attempted administration to any athlete out-of-competition of any prohibited substance or any prohibited method that is prohibited out-of-competition;
- ◆ Complicity or attempted complicity by an athlete or other person;
- ◆ Prohibited association by an athlete or other person;
- ◆ Acts by an athlete or other person to discourage or retaliate against reporting to authorities;

The national anti-doping office sanctions athletes who violate the rule. The sanction may range from two years to a lifetime ban from the sport. Moreover, the case moves to court to align with the criminal code of Ethiopia Article 526.

All international sports federations stick to the above-stated rule violation and work in collaboration with National anti-doping offices and major event organizers like the International Olympic Committee and International Paralympic Committee.

Unit summary

- ◆ Sport and media are interrelated. The role of media is vital for the development of sport.
- ◆ Media being in any form, print or electronic addresses the society in an easy ways.
- ◆ Religion and sport have strong relation. Religious beliefs and values have a substantial impact in determining proper behavior in a society.
- ◆ Sport and religion are open for all human beings regardless of gender, disability, race and many others.
- ◆ Sport and politics are highly interrelated. The political power influences the sport and the sport also influences the politics.
- ◆ Sporting events require being free from race, religion and political ideology.
- ◆ The sport world have so many shining stars who have a great role in building their nations in different ways such as taking part in countries peace development, political activities. and support vulnerable.

Unit review

Check list competencies given below are expected to be achieved in this unit by students. Students are required to respond by saying “Yes” or “No”. Put a tick (✓) mark under “Yes” column if you are able to perform the competency or put a tick (✓) mark under “No” column if you are unable to perform the competency. This would help to evaluate yourself and you can revise the parts of topics for which the competencies are not met.

No	Can I	YES	NO
1	Associate the role of sport with social values of a society.		
2	Give examples about the role of media in sport.		
3	Recognize the positive relationship between religion and sport.		
4	Predict the role of sport in society’s future development.		
5	Explain the effect of sport in politics and vies versa.		
6	Outline the role of super stars in peace development.		
7	Discuss the role of super stars in humanitarian activities.		
8	Distinguish the basic rules of anti-doping.		
9	Describe anti-doping rule violations.		

Review exercise on unit one

I. Choose the best answer form the given alternatives.

1. Why did Ethiopia boycotted from Olympic Games?
A. Social instability C. Economic crises
B. Political issues D. Religious issues
2. Which one of the following is the oldest type of media?
A. Broadcast C. Print
B. Internet D. Postal service
3. Which of the following is not fundamental role of media?
A. Education C. Information
B. Entertainment D. Promotion

II. Give short answers for the following question.

1. Explain the role of sport in politics.
2. Explain how sport is related with religion.
3. Describe the basic rules of anti-doping.

UNIT TWO

HEALTH AND PHYSICAL FITNESS



Introduction

In the previous grade, students you have learnt some concepts of health and fitness. In this grade you will learn /additional information about health and physical fitness topics like: methods of physical fitness, impacts of sedentary lifestyle, exercises to develop muscle endurance and others related issues.

The term “Health” is referred as an optimal well-being of human beings that contributes to quality of life. It is more than being free from disease and illness. Though freedom from disease is important to good health, optimal health incorporates high level mental, social, emotional, spiritual, and physical wellness within the limits of one’s heredity and personal life handling abilities. The two major factors that impact on your health status are one’s genetic background and your personal environment.

Wellness is the integration of many different components (social, mental, emotional, spiritual and physical) that expand one’s potential to live (quality of life) and work effectively and to make a significant contribution to society. Wellness is how one feels (a sense of wellbeing) about life as well as one’s ability to function effectively in everyday life. Wellness as opposed to illness (a negative) is sometimes described as the positive component of good health. Wellness as a state of healthy lifestyle includes regular physical activity, proper nutrition, and eliminating unhealthy behaviors and maintaining good emotional and spiritual health.

Physical fitness: It is the body's ability to function efficiently and effectively. It consists of health-related and skill related physical fitness, which has at least 11 different components, each of which contributes to total quality of life. Physical fitness also includes metabolic fitness. It is associated with a person's ability to work effectively, enjoy leisure time, be healthy, resist hypokinetic disease, and meet emergency situations. It is related to, but different from health, wellness and psychological, sociological and spiritual components of fitness. Although the development of physical fitness is the result of many things, optimal physical fitness is not possible without regular exercise and balanced diet.

As it is described in the paragraph, physical fitness factors are divided into two sections: health-related fitness and performance-related fitness. Health-related physical fitness focuses on maintaining healthy living, including muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition. Skills related to fitness are agility, speed, power, balance, coordination, and reaction time.

This unit focuses on the important aspects of health-related physical fitness: cardiovascular, muscular endurance, muscular strength, flexibility and body composition physical fitness exercising will be discussed. Exercising for fitness is not just to take part in the Olympic or to be a supermodel. It is just to be healthy. You are never too fit, be too young or too old to get started. Regardless of your age, gender or role in life, you can benefit from regular physical activity. If you are committed, exercise in combination with a sensible diet can help you to provide an overall sense of well-being and can even help to prevent chronic illness, disability and premature death.

Some of the major benefits of increased physical activity or physical fitness are:

- ◆ Healthy growth and development;
- ◆ Strong heart and lungs (Cardiovascular health);
- ◆ Increase bone density and strengthens the bones and provides stronger muscles;
- ◆ Control of weight and body composition;
- ◆ Increases energy level, stamina and mental health;
- ◆ Reduces blood cholesterol;
- ◆ Creates an opportunity to make friends and enhance self-esteem;
- ◆ Reduces stress, depression and anxiety;
- ◆ Enhancement of social and moral development and
- ◆ Higher quality of life and longer life expectancy.
- ◆ Prevents hypokinetic diseases

In this unit, methods, benefits of physical fitness and impacts of a sedentary lifestyle, will be discussed.

Unit Learning Outcome

At the end of this unit, you will be able to:

- ◆ recognize fitness exercise which develops physical fitness and methods of fitness training;
- ◆ develop physical fitness by performing different fitness exercise and,
- ◆ show a positive attitude to engage in different lifetime physical fitness exercises

MAIN CONTENTS

- 2.1. Methods of physical fitness training
- 2.2. Impacts of a sedentary lifestyle
- 2.3. Exercises to develop cardiovascular endurance
- 2.4. Exercises to develop muscular endurance
- 2.5. Exercise to develop muscular strength
- 2.6. Exercise to develop Flexibility

Key words

Fitness, aerobic, anaerobic, cardiovascular, muscle endurance, muscle strength, flexibility, body composition, physical activity, diet and nutrition and hypokinetic disease.

2.1. Methods of physical fitness training

Learning competency

At the end of this lesson, you will be able to:

- ◆ identify the different types of physical fitness training;
- ◆ describe the major physical fitness training classification and,
- ◆ practice training methods based on principles

Start-up activity

Think-pair-share & presentation

1. What do you know about physical fitness training methods?
2. Can you name some of the exercises you have been performing before? Can you give example of some exercises that you know?

Beginning from ancient times, among the factors influencing health and longevity, physical fitness is more emphasized by everyone as a desirable approach. Physical

fitness is one of the core preconditions of health. It provides a person with the capacity to perform work safely in activities of daily living, including activities required for work at home and in the workplace, for leisure-time pursuits, and sports.

Fitness also influences our psychological well-being, including mental alertness and emotional stability. This is because what we do with our bodies also affects our minds.

Physical fitness is an individual condition that varies from person to person. It is influenced by factors such as age, gender, heredity, status of personal health status habits, amount and level of exercise, and eating practices.

Physical fitness is essential for every individual at all stages of life. Therefore, to achieve physical fitness objectives, various training modes and methods are available. The fitness training method is a scientifically based and pedagogically organised process through planned and systematic, effects on the performance ability and performance readiness aiming at physical fitness and performance improvement.

Activity 2.1

Debates:

1. What do you know about the types of “fitness training method”?

The types of fitness training that may be useful to different aspects of fitness are aerobic and anaerobic exercise.

A. Aerobic Activity

Aerobic activity refers to any physical activity that requires increased oxygen as aerobic exercise. Aerobic activity which is also called aerobic exercise is, therefore, the same as cardiovascular exercise as it increases cardiac capacity and strengthens the heart and lungs. This type of exercise develops the cardio-respiratory endurance of an individual. There are different types of aerobic activities which include aerobic rope skipping, walking, jogging, long-distance running, swimming, etc.

Aerobic fitness is the capacity of an individual to sustain exercise for a prolonged period, for example jogging for more than 15 minutes, running, cycling and different calisthenics exercises.



Figure 2. 2 Types of aerobic exercises

B. Anaerobic activity

The term anaerobic is an activity “without oxygen”. Anaerobic exercise is a high-intensity activity for a short period. It relies on energy sources that are stored in the muscles of individuals.

Anaerobic exercise develops stronger muscles. With vigorous workouts, there is a temporary shortage of oxygen being delivered to the working muscles, for example sprinting or body building. This kind of activity enables one develop speed and strength. It benefits the bones, i.e. thickness increases. The different types of anaerobic activities are weight lifting, sprint races, jumping,



Figure 2. 3 Types of anaerobic exercises

Activity 2.2

Discuss in groups which training method can develop your plan of cardiovascular gain from physical fitness program, and why?

The improvement of various components of physical fitness or physical abilities is the prime aim of fitness training methods. Every component of physical fitness needs a specific type of training method, to mention some: continuous training, fartlek training, interval training, resistance training (weight training), plyometric training, and circuit training. Each of the training methods works the body differently. To briefly describe the training methods to develop the physical fitness components the following are important notes.

2.1.1. Training methods for aerobic endurance:

- ◆ **continuous training:** this is training at a steady pace and moderate intensity for a minimum period of 30 minutes
- ◆ **fartlek training:** this is where the intensity of training is varied by running at different speeds or over different terrain. The training is continuous with no rest period
- ◆ **interval training:** this is where the individual performs a work period followed by a rest or recovery period

- ◆ **circuit training:** this is where different stations/exercises are used to develop aerobic endurance. The station order/order of exercises is important to ensure different muscle groups are used to avoid fatigue. The number of stations, time spent at each station, number of circuits, rest period between exercises and number of circuit sessions per week can be varied.

2.1.2 Training methods for strength, muscular endurance and power training circuit

This method of training is where different circuit stations/exercises are used to develop strength, muscular endurance and power. The circuit stations/exercises use different muscle groups to avoid fatigue.

- ◆ **Free weights:** this is use of barbells or dumb-bells to perform different types of dynamic exercises, resistance machines.
- ◆ **Push and pull:** we use this when training for strength (low repetitions and high loads), and also use when training for endurance (high repetitions and low loads). It includes: training for strength endurance (50–60% 1RM and 20 repetitions – repetitive movements of a muscle or muscle group), training for elastic strength (75% 1RM [one repetitive movement] and 12 reps – for producing movements in very close succession, like in gymnastics) and training for maximum strength (90% 1RM and 6 reps – producing a single movement against a resistance/load), reps, sets, rest period.
- ◆ **Plyometric:** this type of training develops sport-specific explosive power and strength. It is used by sports performers such as sprinters, hurdlers, and netball, volleyball and basketball players. Plyometric exercises need maximal force as the muscle lengthens (eccentric action) before an immediate maximal force as the muscle shortens (concentric action). These types of exercises include lunging, bounding, incline press-ups, barrier hopping and jumping. It training needs to be performed carefully because it can cause muscle soreness.

2.1.3 Training methods for flexibility:

The ability of human joints to move through their natural range of motion is a measure of flexibility. This fitness trait, like so many other aspects of structure and function, differs from joint to joint within the human body and among different people. Not every joint in human body is equally flexible, and over the course of time, use or misuse will alter the flexibility of a given joint. Gender, age, genetically determined body build and current level of physical fitness affect your flexibility

Here are some of the methods for flexibility:

- ◆ **Static:** there are two types of static flexibility training. Firstly active stretching, which is performed independently where the performer applies internal force to stretch and lengthen the muscle. The second is passive stretching, also known as assisted stretching, which requires the help of another person or an object such as a wall. The other person/object applies external force causing the muscle to stretch.
- ◆ **Ballistic:** this is where the performer makes fast, jerky movements through the complete range of motion, usually in the form of bobbing or bouncing. Ballistic stretching is specific to the movement pattern of the sport/activity to be performed. It needs to be undertaken with care as the technique can cause muscle soreness and strains.
- ◆ **Proprioceptive Neuromuscular Facilitation (PNF) technique:** this is used to develop mobility, strength and flexibility. The technique may be performed with the help of a partner or alternatively by using an immovable object (as resistance to inhibit movement).

Failure to use joints regularly will quickly result in a loss of flexibility in the connective tissue and shortening of muscles associated with the joints.

Benefits of flexibility include improved balance, posture and athletic performance and risk of low back pain.

Fitness experts generally prefer static stretching to ballistic stretching for people who wish to improve their range of motion.

◆ Guideline for static stretching

- ◆ Warm up using a slow jog or fast walk before stretching
- ◆ Stretch only to the point at which you feel tightness or resistance to your stretching. Stretching should not be painful.
- ◆ Be sure to continue normal breathing during a stretch. Do not hold on your breath.
- ◆ Use caution when stretching muscles that surround painful joints. Pain is an indication that something is wrong – it should not be ignored.

Activity 2.3

1. Get in to small groups and do two flexibility exercises for each parts of your body namely; hip joint, knee joint, back joint and shoulder joint.
2. Can you mention some of the types of training methods and indicate for which component of health-related matter will it be more appropriate?
3. Discuss the contribution of the “training principles” to the training to get fit.

From the various types of training methods, circuit training is a good example to perform different types of exercise at one time. Circuit training is a series of exercises, completed for a certain amount of time, one after the other, developing aerobic and anaerobic respiration. When using large muscle groups at each station, aerobic respiration is in operation and this will develop the cardiovascular system. If exercising small muscle groups in turn is operated (such as the biceps and triceps), then it is anaerobic exercise, which builds strength.

A circuit is made up of several activities. Each activity is given its own space (a station) in the gym or sports hall. In order the activity to be completed it has to be repeated as many times as possible called repetitions.

By repeating the circuit or adding exercises, the session increases in intensity. For general fitness, the sequence of exercises works for different muscle groups at each station.



Figure 2. 4 Circuit training

There is a set time for each activity, usually between 30 and 60 seconds which has to be repeated as many times as possible. When all exercises at each station have been completed, the circuit is finished.

2.2. Impacts of sedentary life

Learning competency

At the end of this lesson, you will be able to:

- ◆ differentiate the adverse effects of sedentary life;
- ◆ identify the non-communicable diseases that can cause illness as a result of sedentary and,
- ◆ state the modified risk factors and their consequences

A human being is created to be active and energetic. Hence sedentary lifestyle is contrary to human nature. Our grandparents were active and engaged in vigorous muscular activities like farming, fishing, hunting, and drum beating and migrating from place to place.

Despite the well-known benefits of physical activity, in many countries many adults and children lead sedentary lifestyles. It has been revealed that most urban dwellers in most countries adopt sedentary lifestyle with negative health implications.

2.2.1. The concept of sedentary

The word “Sedentary” is derived from Latin word “Sedere” which means “to sit”. Hence, sedentary behavior is a term used to characterize those behaviors that are associated with low energy expenditure. Adults and children increasingly spend time sitting: at a desk or laptop, driving, watching TV, playing computer games or social networking. Occupations have changed from being physical working to office working with ever-increasing hours working on a computer. These behaviors are often established and strengthened during adolescence and can grow over time, thus contributing to diseases later in life.

Sedentary and inactivity behaviors are different ideas. Sedentary life style as distinct behavior is characterized by little or no physical movement and low energy expenditure. Running expends very high energy while brisk walking has a medium value of energy expenditure; but sedentary behavior is any activity that expends very low energy. Insufficient physical activity and high sedentary behavior are among the key drivers of hypokinetic diseases.

Hypokinetic: Hypo-means “under” or “too little” and kinetic means “movement”. Thus, hypokinetic means too little activity. A hypo kinetic disease is one associated with lack of physical activity or too little regular exercise. Just as too little physical activity can result in health problems, too much can also contribute to illness and injury. Reasonable amount of physical activity can help reduce the risk of hypokinetic health problems. The following are some of the hypokinetic diseases:

- ◆ cardiovascular Disease (CVD);
- ◆ type 2 diabetes,
- ◆ obesity
- ◆ low back pain
- ◆ cancer
- ◆ chronic respiratory diseases
- ◆ colon cancers
- ◆ ischemic heart disease
- ◆ shortens life expectancy

These have been recognized as the leading cause of death worldwide.

The rise in these hypokinetic diseases usually manifests during mid-to-late adulthood and these hypokinetic diseases are caused by four common modifiable risk factors that are generally adopted earlier in life.

The modifiable risk factors include:

- ◆ tobacco use;
- ◆ physical inactivity;
- ◆ unhealthy diets and,
- ◆ alcohol consumption

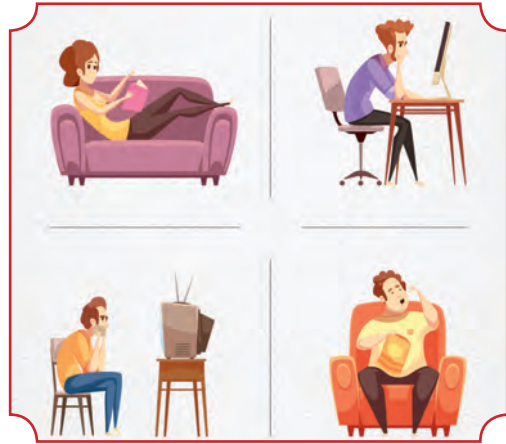


Figure 2.5 Sedentary lifestyle activities (often lying down, using a computer, watching TV for longer time, and eating much)

These modified risk factors could lead to:

- ◆ overweight and obesity;
- ◆ high blood pressure;
- ◆ high cholesterol and
- ◆ diabetes type 2

2.2.2. Physical inactivity

Physical inactivity has a major health negative impact on the world. It is the fourth leading risk factor for worldwide death and one of the most significant causes of disability and that reduces the quality of life.



2.5 Physically in active life style

Activity 2.4

1. How do you understand the term “sedentary”?
2. What are the risk factors for hypokinetic diseases that you may know?

2.3 Exercises developing cardiovascular endurance

Learning competency

At the end of this lesson, you will be able to:

- ◆ explain cardiovascular fitness;
- ◆ identify the appropriate exercises to develop cardiovascular fitness and,
- ◆ practice appropriate physical activities

The physically fit person lives longer, performs better, and participates more fully. In life, many people do not get the proper amount of exercise they need. Each year thousands of people die due to heart attacks. The risk factors for death from heart disease are two to three times greater for the inactive person. Lack of exercise along with obesity, diabetes, excess cholesterol, high blood pressure and habitual smoking are major risk of coronary artery disease. Fortunately, this can be changed. As the level of activity of the aforementioned ones goes up, the factors go down.

Nowadays, the solution for longevity is that less food but more physical activity. It is well known that exercise increases the effectiveness of diet programs. Hypertension (high blood pressure) decreases in many people as a result of exercise programs as does the level of blood cholesterol. People are advised to train and have a program for strengthening their cardiovascular muscles. The type of fitness that counts involves the heart, lungs and circulatory system. This is called cardiovascular or aerobic fitness.

2.3.1. Running for cardiovascular endurance

Cardiovascular exercise is any activity that:

- ◆ involves the large muscles of the body (especially the leg);
- ◆ is rhythmic and continuous in nature (as opposed to stop-and-start) and
- ◆ challenges your heart and lungs to work harder

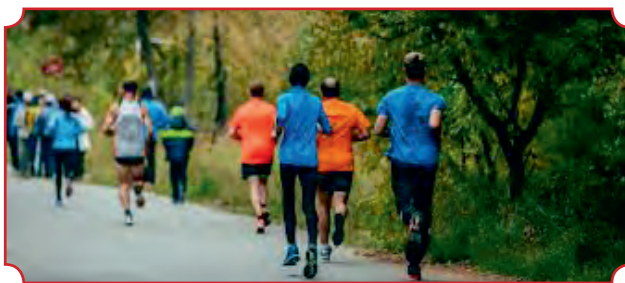


Figure 2. 6 Running for cardiovascular fitness

Activity 2.5

Form groups that consist of four students in each group and discuss on the following questions.

1. Discuss about cardiovascular fitness?
2. List the training methods you think are available for you.
3. What do you think is the advantages of cardiovascular training?

Physical activities like walking, jogging, running, cycling, swimming, aerobics, rowing, stair climbing, hiking, cross country skiing and many types of dancing are “pure” aerobic activities. Sports such as soccer, basketball, handball and tennis may also improve your cardiovascular fitness. However, endurance training could improve performance in these sports. People who participate typically use three training methods to improve their cardiovascular fitness:

- ◆ slow to moderate-intensity distance training;
- ◆ moderate to high-intensity interval training and
- ◆ high-intensity training

One of the most important changes taking place during cardiovascular training is that working muscles become more efficient at taking in and using oxygen.

2.3.2. Advantages of cardiovascular endurance

Regular exercise makes the heart stronger and the lungs fitter, enabling the cardiovascular system to deliver more oxygen to the body with every heartbeat and the pulmonary system to increase the maximum amount of oxygen that the lungs can take in. Exercise stretches muscles and joints, which in turn can increase flexibility and help prevent injuries. Exercise may also improve balance by increasing strength of the tissues around joints and throughout the body, thus helping to prevent falls. Weight-bearing exercise, such as brisk walking and weight training, strengthens bones and helps prevent osteoporosis. Other health benefits include the following:

- ◆ reduce stress;
- ◆ exercise release endorphins;
- ◆ increases your energy and stamina;
- ◆ helps control blood pressure;
- ◆ helps you burn extra calories to maintain an ideal weight;
- ◆ Improve muscle and bones strength;
- ◆ Reduce the risk of heart disease;
- ◆ Improve self-confidence and self-image.

2.4. Exercises to develop muscle endurance

Learning competency

At the end of this lesson, you will be able to:

- ◆ practice appropriate physical activities and,
- ◆ identify muscle endurance exercises



Figure 2. 7 Squats

Activity 2.6

1. What do you think is muscle endurance?

Muscular endurance is the ability of the muscles to work for long periods without getting fatigued. Muscular endurance differs from strength in that a person with good endurance allows him/her to lift longer while strength allows the person to lift more. To move a sack of teff (100k.g of teff), you may need strength. You may need muscular endurance to paint a large house with number of rooms.

People with adequate muscular endurance are less exposed to have backaches or muscle soreness and/or injury. Good endurance also makes it easier for a person to have good posture. Also, if a person is alert, she/he is better able to cope with stress which is the physical, mental or emotional strain a person feels.

2.4.1 Methods of developing muscle endurance using body weight or free weight

Bodyweight exercises are simple, effective ways to improve balance, flexibility, and strength without gym machines or equipment. You can do all these bodyweight exercises:

1. Abdominal muscle endurance-partial curl-ups (1- minute time limit)

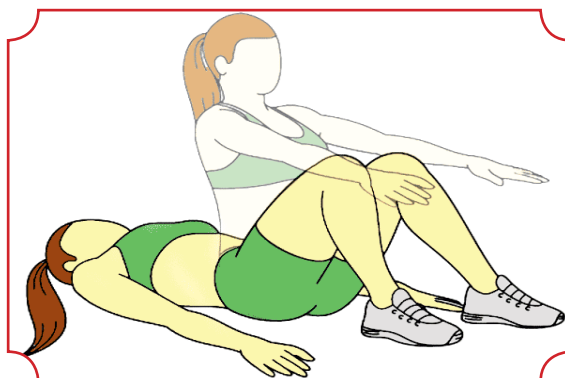


Figure: 2.8 Partial curve exercises

2. Testing arm muscle endurance- push- ups (No time limit)



Figure 2.9 Push up

3. Testing arm and shoulder endurance - pull-ups (No time limit)

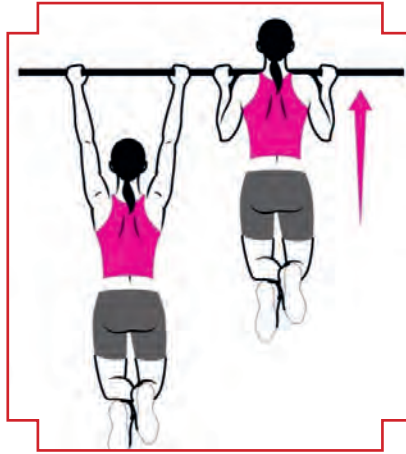


Figure 2. 10 Pull-up

2.4.2 Partial curl up

A student may lie on cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. Do not hold or anchor the feet. Arms are extended forward with fingers resting on the legs and pointing toward the knees. The student's partner is behind the head with hands cupped under the student's head. The student being tested curls up slowly sliding the fingers up the legs until the fingertips touch the knees, then back down until the head touches the partner's hands. The curl-ups are done to a metronome (or audio tape, clapping, drums) with one complete curl-up every three seconds, and are continued until the student can do no more in rhythm (has not done the last three in rhythm) or has reached the target number for the test.

Activity 2.7

1. Begin gradually. Too much exercise too soon can cause muscle soreness or injury. It takes muscles several weeks to get accustomed to exercising. When exercising, if you feel sore the next day that means you performed too hard the day before.
2. Gradual increase in your repetitions for one callisthenic bout **is** enough for any exercise. If you wish to develop above-average endurance you may want to perform more than the number of repetition you were doing. Doing two sets of your optimal number of push-ups with a rest in between is better than doing 50 push-ups all at once.
3. Perform the exercises slowly - perform each exercise in good form and correctly.
4. Move each muscle and joint through a full range of motion. Moving your muscles and joints as far as possible will help keep you more flexible.



Figure 2. 11 Strength abdominal partial curls up

2.4.3. Pull ups

A pull-up is an upper-body exercise that involves hanging from a pull-up bar by your hands with your palms facing away from you, and lifting your entire body up with your arm and back muscles until your chest touches the bar. The pull-up movement uses multiple muscles at once, making it a compound exercise.

When performing the movement you should focus on using your arms and shoulder muscles, and avoid shrugging your shoulders up. The movement uses your body weight as resistance rather than external weights. While the exercise itself is relatively simple, mastering it can be tricky for those who are new to strength training.

The key difference between pull-ups and chin-ups is primarily the position of your hands — a pull-up involves an overhand grip (where your palms face away from your body), while the chin-up uses an underhand grip (where your palms face toward your body). Pull-ups can have many benefits for your physical health, from building muscle to improving your mood.

Here's how to do a pull-up with the correct technique:

1. Start by standing directly below a pull-up bar. Place your hands in an overhand grip (palms facing away from your body) with your hands slightly further than shoulder-width apart. If you can't reach the bar from standing on the floor, you can place a box beneath you and stand on that. Once your hands are holding onto the bar, you're in your starting position.
2. First inhale and then exhale. Lift your feet up from the floor or box so that you're hanging from the bar, and engage your core by pulling your belly button in toward your spine. Pull your shoulders back and down.
3. Engaging the muscles in your arms and back bend your elbows and raise your upper body up toward the bar until your chin is over the bar. You can imagine bringing your elbows toward your hips if that makes the movement easier. As you move, avoid swinging your legs around or shrugging your shoulders up. You want to make sure your shoulder blades remain back and down throughout the exercise.

4. At the top of the movement, inhale. Then extend your elbows and lower your body back down to the starting position.

2.4.4. Push up

Pushups are a simple and effective bodyweight movement that can help increase strength in your upper body and core. This exercise works the pectoral muscles in your chest and triceps. These are the muscles in the back of your upper arms. You don't need any equipment to get started with pushups. They are suitable for beginners and individuals who are more advanced with exercise. A pushup uses your own body weight as resistance, working your upper body and core at the same time.

In the standard pushup, the following muscles are targeted:

- ◆ chest muscles, or pectorals
- ◆ shoulders, or deltoids
- ◆ back of your arms, or triceps
- ◆ abdominals
- ◆ the “wing” muscles directly under your armpit, called the serrates anterior

To execute, but proper form is key

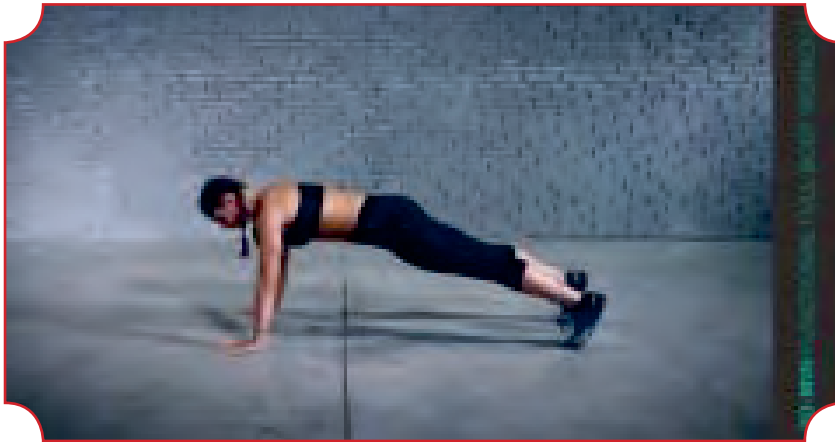


Figure 2. 12 Push-up

Activity 2.8

All students follow the procedure and do the following for chest muscle development:

1. Start all in a plank position with your pelvis tucked in, your neck neutral, and your palms directly under your shoulders. Make sure your shoulders are rotated back and down, too.
2. As you brace your core and keep your back flat, begin to lower your body by bending your elbows while keeping them pointed slightly back. Lower down until your chest grazes the floor.

3. Immediately extend your elbows and push your body back up to the starting position.
4. Repeat for as many reps as possible, for 3 sets.

Activity 2.9 (Practical exercise)

In your practical session do the following physical exercise: push-up & torso rotation (the “T” push-up)

- 1. Starting position:** Place yourself in the prone position resting on slightly bent arms and extended legs
- 2. Muscle contraction:** Lower yourself by bending your arms until they touch the ground counting the chest muscle raised by the trunk.

Rotate the torso and extend your arm upward to form a “T” letter.
- 3. End of exercise:** Lower your arms and return to the starting position.
4. Repeat the movement with the other arm.

Muscles that are affected by this exercise

- ◆ Chest muscle
- ◆ Abdominal muscle
- ◆ Lower back

2.5 Exercise to develop muscular strength

Learning competency

At the end of this lesson, you will be able to:

- ◆ differentiate the influence of muscular strength on health;
- ◆ practice the principles of strength training and,
- ◆ apply the training methods.



Figure 2. 13 Muscle strengthening exercises

Muscle strength is one of the most relevant components of physical fitness, with an enormous positive influence on health status. Muscular strength is defined as the ability of the muscles to produce force at high intensities over short intervals. In our program, strength is developed through daily efforts in performing pull-ups before attendance is taken. Students are encouraged to practice these strength training exercises with a partner and help each other work on negative pull-ups for support. Each student is also enrolled in a weight training unit each year and is encouraged to work on the same muscles designed to improve upper body strength (including latituous pull-down exercises which are the prime movers).

Activity 2.10

1. Get into pairs and discuss on the training methods that can help you to develop your different body parts.

2.5.1. Push up with Rotation

Push-up with rotation is a functional exercise performed by pushing and pulling + rotation motions that represent two of the pillars of fundamental human movement. While the pushing and pulling action allows aligning the movement towards the torso and then pushing away from it, the rotation motion provides for a more horizontally based movement, generating strength and transfer of the focus from the upper body to the lower body (and vice-versa)

Performing push-up with rotation promotes a complete muscular activation that demands the body to find its balance and stabilization from head to toe. All the muscles need to be contracted as the body moves towards and away from the floor and rotates on it-self at the end of each set. This exercise demands the coordination of different muscles and joints promoting the muscle strength and functional development of the body. This pushing motion is a basic reflex that will enable us to avoid dangers, and it also represents the final action in a throwing motion.

After adequate warming up follow the following procedures to gain the advantage of the push up with rotation.

- ◆ With arms stretched and the body partially, planking, parallel to the floor, bring the torso closer to the ground by bending the elbows.
- ◆ Elbow should be “facing” outwards in relation to the medial line.
- ◆ The trunk should be brought down as close to the ground as possible without contact or extreme shoulder discomfort.
- ◆ Shoulder blades should remain stable, and armpits and chest should also distribute strength.

- ◆ Push the palms firmly against the floor to push back upwards and straighten the arms (keeping shoulder blades steady)
- ◆ At the end of the motion perform torsion of the trunk, from the pelvis up, raising one arm towards the ceiling and finalizing the movement in a stable T position.
- ◆ Rotate back to the original plank with both hands on the floor, arms stretched



Figure 2. 14T-push-up and rotations

Activity 2.11

In class form six groups in six stations which represent six different exercises. At home you can do the following six exercises taking short breaks after each exercise and repeat it.

Using weight circuit exercises make the following body weight circuit with repetition:

- | | |
|--------------------------------|----------------------------|
| 1. body weight squats: 20 reps | 2. walking lunges: 10 reps |
| 3. bench jumps: 10 reps | 4. plank: 10 reps |
| 5. push-ups: 10 reps | 6. jumping jacks: 25 reps |

For best results, do strength exercises for at least 20–30 minutes 2 or 3 days per week. Take at least a day off between sessions. Work the major muscle groups of your arms, legs, and core (abdominal muscles, back, and buttocks).

2.5.2. Bench press

The bench press helps build many muscles in the upper body. You can do this exercise with either a barbell or dumbbells. Perform bench presses regularly as part of an upper-body workout for increased strength and muscle development. The body parts affected is: chest, triceps and shoulders.

Under this section, we are going to discuss how bench press is performed. If you do not have access to a specialized bench press rack, a standard flat bench can be used. You can also do bench press with dumbbells or a barbell. Whichever you choose, make sure you select the appropriate weight for you.

Lie on bench, under the rack that holds the bar. Your eyes should be roughly aligned with the front of the barbell rack uprights. Your butt, shoulders, and head are flat on the bench. Your feet are flat on the floor and relatively wide apart.

Safety and Precautions

If you have any injury to your shoulders, you should avoid this exercise. Should you feel any shoulder pain during the bench press, replace the weights and end the movement immediately.

Beginners can benefit from doing presses without on the bar to warm up, get feel for the bar, and learn good form if you advance more and get a feel for the bar, and learn good form. If you are more advanced, and, thus bench pressing a heavy weight, do so only with the assistance of a spotter.

Do not add more weight until you are able to lift the current weight with good form.

Activity 2.12 (Practical exercise)

In your practical class perform bench press exercise.

1. Start by lying flat on a bench.
2. Using a medium-width grip, lift the bar from the rack and hold it straight over you with your arms locked.
3. From that position, lower the bar slowly until it slightly touches your pecs. Hold this position for a while.
4. Then gently push up the bar to the original starting position as you breathe out.



Figure 2. 15 Bench press

2.6 Exercises to develop flexibility

Learning competency

At the end of this lesson, you will be able to:

- ◆ identify proper flexibility techniques;
- ◆ demonstrate stretching exercise properly and,
- ◆ apply the techniques of flexibility



Figure 2. 16 Standing Lunge Stretch

Flexibility is the ability to move muscles and joints through their full range of motion. Most people, at one time or another, suffer back problems. Most of these low back problems are due to weak and/or tense muscles. Many daily activities place a great deal of strain on these muscles. Physical inactivity can also contribute to the risk factors that promote back problems. This means that these problems can be reduced or limited through improved physical fitness. Physical inactivity contributes to a loss of flexibility for the lower back and the hip flexors. Sitting for long periods promotes a sedentary existence which will result in a loss of flexibility. Individuals with a sedentary lifestyle who perform occasional physical labor are at high risk for developing back problems. Physicians prescribe specific trunk and thigh flexibility exercises - stretching - for their patients with lower back problems, supporting the value of stretching exercises to prevent low back problems. Flexibility is evaluated by performing the sit and reach test, which measures the flexibility of the hamstring muscles and the lower back.

Flexibility is practiced each day by having students perform appropriate and relevant stretching exercises during the pre-activity warm-up. The only way to improve flexibility is to have the participants utilize “static stretching” each day in class. This type of stretching incorporates slow, relaxed stretching, with a comfortable breathing pattern so that, over time, the individual learns how to stretch properly.

At various points in the body, bones meet to form joints. These include the knees, ankles, hips, wrists, elbows and shoulders. Flexibility is the ability to move these joints and your muscles fully. Stretch only to the point where a pulling sensation is felt throughout the muscle and remain in that position 10 - 60 seconds while trying to relax the muscle.

Flexibility is improved by stretching muscle tissue in a slow and gentle manner. As you stretch out, feel the pull of stretching in the heart of the muscle, not near the joint itself. To accomplish this, stretching must be done slowly without any bounce or

forceful movements. Before stretching, it is wise to engage in a general warm-up such as jogging or calisthenics to increase body temperature and help to prepare the muscles for stretching out.

2.6.1. Basic techniques of stretching

As a factor in physical fitness, everyone needs some degree of flexibility. Everyone, no matter what profession, will feel better if they are relatively flexible. It is also important to understand how to safely warm-up, stretch out and cool down to avoid injury while participating in leisure activities.

Activity 2.13

1. Discuss in group of four about the contribution of flexibility to human health.
2. When should we practice stretching?

It is practiced:

- ◆ After we warm up but before you begin your physical activity, primarily to loosen muscles.
- ◆ After we do physical activity, primarily to increase flexibility and improve your range of motion.

2.6.2. Stretching Exercises

Being more physically active can help you feel better, deal with stress more easily, and handle day-to-day activities more comfortably. To get the best results, it's important to understand how to exercise safely so you don't injure yourself. Stretching and reaching activities help promote safe and healthy joints and muscles.

1. Don't go too far at the start. Get a slight stretch and increase the stretch as you feel yourself relax.
2. Do not bounce. Stretch and hold it.
3. Primary importance — learns how to stretch your body. Flexibility is only one of the many results of stretching. Do not try to be flexible. Just learn the proper way to stretch and the flexibility will come with time.
4. Breathing is important. Do not stretch to a point where you can't breathe normally. breathe naturally exhale as you bend forward. Develop rhythmical, slow breathing.
5. Hold a stretch in a fairly comfortable position until you feel yourself relax.
6. Think about the area being stretched. Feel the stretch if your body is vibrating from too much. When you perform a stretch, ease it up. You cannot relax if you are straining.

Activity 2.6.2.1

Double Knees to Chest

In your practical session, practice the following physical exercises.

- ◆ Lie on your back with your arms by your side.
- ◆ Bend your knees, lift your feet off the ground, and bring your knees toward your chest. Place your hands behind your knees, and continue to pull your knees into your chest until you feel a stretch in your lower back and buttocks.
- ◆ Hold this position for 15-30 seconds; slowly return your feet to the ground.



Figure 2. 17 Double knees to chest crunch

Activity: 2.6.2.2

Single Knee to Chest with Heel Slide

Starting position: On back with feet on floor

Movement: Bring one knee towards chest and hold while sliding the other leg straight

Dosage: Hold 5-15 seconds, repeat 3-5 times each leg

Activity: 2.6.2.3

Calf Stretch

Starting position: Face the wall and place one leg forward with knee bent. Lean into the wall and place the leg to be stretched back while maintaining a straight knee. Make sure your toes are facing the wall.

Movement: Slowly lean forward into the wall towards the front leg and stretch the calf (back of lower leg). (When the back knee is bent from a stretched position the stretch will be felt lower in the calf, more in the Achilles tendon). Do both stretches.

Dosage: Hold position for 15 seconds, repeat 3-5 times each leg.

Activity: 2.6.2.4

Quadriceps or Stork Stretch

Starting position: Hold on to the top of the foot or grab the pant leg. Make sure you have balance by holding onto the wall or a chair.

Movement: Gently pull heel towards buttock. Squeeze the buttocks and flatten spine (DO NOT arch the back). Feel the stretch in front of the thigh.

Dosage: Hold position for 5-15 seconds; repeat 3-5 times each

Activity: 21.8

Hamstring stretch

Starting position: Cross one leg over the other and try to touch the toes or the floor.

When doing toe touches this way, use the first stretch to go as far as you are comfortable.

Movement: Gently try to touch the ground without bending around the knees.

Dosage: then hold for 10-20 seconds.

Good hygiene for physical activity and sports

When taking part in physical activity, whether as a student, teacher, player, coach, spectator, employee or volunteer, it is important to take sensible measures to maintain good hygiene.

Good hygiene practice helps ensure that everybody involved stays fit and well enough to keep up the activities they love and get the most enjoyment out of taking part. Likewise, good hygiene is of equal importance for everybody involved in maintaining and working on courts, pitches and sports facilities

Washing hands and taking shower

- ◆ Hand washing and taking shower after physical activity is crucial for good hygiene
- ◆ Take a shower soon after exercising and change into clean, dry clothes.
- ◆ Use your own water bottle instead of a communal water fountain.
- ◆ People are less likely to wash their hands if the only running water available is cold, so make use of antibacterial hand soap and warm water whenever possible whenever taking part in physical activity.
- ◆ 'Topping up' soap dispensers can be safe-haven for bacteria, so wait until a soap dispenser is empty to refill it.
- ◆ In instances where hot and cold water is not available, you should use hand sanitizers as an alternative.
- ◆ Sanitize hands on entering and leaving the gym.
- ◆ Use disposable towels rather than multi-use where possible.
- ◆ Always use a clean towel.
- ◆ Wash and dry gym clothes and swimsuits after each use.
- ◆ Do not share headbands, towels, water bottles, goggles, soap, razors, brushes, combs or any other item that may come in contact with someone else's skin.
- ◆ Please, encourage all those taking part to do so.

Unit review

Check list competencies given below are expected to be achieved in this unit by students. Students are required to respond by saying “Yes” or “No”. Put a tick (✓) mark under “Yes” column if you are able to perform the competency or put a tick (✓) mark under “No” column if you are unable to perform the competency. This would help to evaluate yourself and you can revise the parts of topics for which the competencies are not met.

No	Can I	YES	NO
1	Identify the different types of physical fitness training.		
2	Describe the major physical fitness training classifications.		
3	Realize the training methods based on principles.		
4	Recognize the adverse of sedentary and its consequence in life.		
5	Identify the non-communicable diseases that can cause illness as a result of sedentary.		
6	State the modified risk factors and their consequences.		
7	Identify what cardiovascular fitness is.		
8	Identify the appropriate exercises to develop cardiovascular fitness.		
9	Practice appropriate physical activities.		
10	Differentiate the influence of muscular strength on health.		
11	Use the principles in practicing strength training.		
12	Apply the training methods.		
13	Describe the value of flexibility to safety.		
14	Realize the right time and condition to practice flexibility.		
15	Apply the techniques of flexibility.		
16	Recognize the basic rules of anti-doping.		
17	Describe anti-doping rule violations.		

Unit summary

Physical fitness signifies the body's ability to work efficiently and effectively during working hours and leisure time. Aerobic fitness is capacity of an individual to sustain exercise for a prolonged period. Anaerobic exercise develops strong muscles.

The sedentary behavior is a term used to characterize this behavior that is associated with low energy expenditure. Physical inactivity contributes to the loss of flexibility, everyone needs some degree of flexibility. Ethiopian criminal code prohibits the use or attempt of use by an athlete.

Review exercise on unit two

1. What are the advantages of doing regular physical fitness?
2. Does every one need some degree of flexibility?
3. Mention the physiological and psychological factors that influence physical fitness?
4. Describe the types of physical fitness?
5. What is human behavior that is associated with low energy expenditure?

UNIT THREE

ATHLETICS



Introduction

Dear students, in your grade nine, you learnt about athletics history and running specific distances with changing speed, throwing for distance, and jumping for height. In this unit, you will learn related topics with relatively advanced long jump technical skill compared to grade nine.

Athletics (track and field) is an activity in which millions of people throughout the world participate and in which many more millions take an interest through the media. It is also a powerful tool considered by many nations to be an area in gaining national prestige. At the highest level of participation, it forms the attraction of the Olympic Games, and at its lowest level, it provides countless athletes of all ages with the enjoyment of physical exercise and excitement of competition.

Athletics learning, exercising, and training have a beneficial effect on the development of the human organism. During the educational process of physical training, properly selected events and their use in all age groups and all fields of physical education guarantee the proper functioning and physical development of the human body.

Walking, running, jumping, and throwing contribute to the development and improvement of the cardiovascular and nervous system and basic physical qualities. Participating in track and field sports, the basic form of motor activities of man (walking, running, jumping, throwing) are the consolidated and valuable skills developed.

To help you attain the aforementioned benefits, this unit incorporates basic lessons of long jumping event and its fundamental technique.

Unit learning Outcome

At the end of this unit, you will be able to:

- ◆ show basic jumping techniques as a component of triple jump;
- ◆ apply basic phases of long jump techniques when jumping;
- ◆ demonstrate basic phases of triple jump techniques when jumping;
- ◆ perform with partners and team members to solve common problems during long and triple jump;
- ◆ appreciate the arts in long and triple jumps, and
- ◆ show cooperation with other students

Main Contents

3.1 History of World athletics

3.2 History of African athletics

3.3 History of Ethiopian athletics

3.4 Jumping (horizontal jumps)

3.4.1 Basic long jump techniques

3.4.2 Triple jump

Keywords:

Olympics, long jump, approach run, take off, flight, landing, hang techniques

3.1 History of World Athletics

Learning competency

At the end of this lesson, you will be able to:

- ◆ discuss the major historical progression of athletics;
- ◆ point out the key athletic events through the century, and
- ◆ explain world official athletics competitions

Athletics, a competitive sport that was founded in ancient times, has continued to adapt through the centuries, offering a dynamic, life-enhancing sport. Athletics disciplines are among the oldest of all sporting competitions known to mankind, with ‘run, jump, throw’ the natural and universal forms of human physical expression. The sport also offers broader values that help us deal with life’s challenges.

Athletics finally become popular again during the 19th century as amateur contests began, to be held once again. This led to the return of modern day Olympics and helped make athletics popular again worldwide.

On 17 July 1912 in Stockholm, Sweden, following the closing ceremony of the Olympic Games in the Swedish capital, the International Amateur Athletic Federation (IAAF) was founded as the world governing body for the sport of track and field athletics.

During the 10 decades that followed, athletics underwent many changes which reflected the political and socio-economic evolution of the wider world. Even the IAAF’s name was changed, in 2001 becoming the ‘International Association of Athletics Federations’ to reflect the growth of a professional sporting world which did not exist in 1912, and then again in 2019 to ‘World Athletics’. World Athletics was founded to fulfill the need for a world governing authority, for a competition program, for standardized technical equipment and for a list of official world records. All of these requirements remain today.

In 1936 the IAAF took over regulation of women’s international track-and-field competition from the Fédération Sportive Féminine Internationale, which had been founded in 1921. The major aims of the IAAF are to establish friendly cooperation among members; eliminate hindrance to participation in international meets on racial, religious, or political grounds; and compile rules and regulations governing competition.

The IAAF is the ratifying body for all official world records in track-and-field events. It is recognized by the International Olympic Committee (IOC) and is financed by members’ fees, publication sales, and the promotion of championships. It was headquartered in Stockholm from 1912 to 1946, in London from 1946 to 1993, and thereafter moved to its current location in Monaco.

During the 10 decades that followed, athletics underwent many changes which reflected the political and socio-economic evolution of the wider world. Even the IAAF's name was changed, in 2001 becoming the 'International Association of Athletics Federations' to reflect the growth of a professional sporting world which did not exist in 1912, and then again in 2019 to 'World Athletics'.

In 1982, the IAAF abandoned the traditional concept of amateurism and in 1985 created trust funds for athletes. The way to high performance was opened to larger groups of extremely talented athletes. Steadily, there has been a change from the so-called amateurs to financially motivated and secure athletes at the highest levels and this development has continued with the introduction of the IAAF Competition Awards in 1997, which offered prize money to successful athletes for the first time in the history of IAAF competitions. The development of applied sports sciences, improved equipment and new training and competition techniques, brought even more changes to the sport. Sadly, performance enhancing drugs became more prominent at this time as well, exposing the moral fabric of sport as well as the health and lives of young people.

Until the late seventies, athletics had its moment of glory every 4 years, at the Olympic Games. Today, the official IAAF Competition Program now includes World Championships, World Junior Championships, World Youth Championships, World Indoor Championships, Continental Cup, World Cross Country Championships, World Race Walking Cup, World Half Marathon Championships, the International Diamond League and World Challenge Series, Combined Events Challenge, Race Walking Challenge, Hammer Throw Challenge, Road Race Labels, Permit circuits for indoor and cross country competitions.

In addition, a variety of major competitions at continental level reflect the expansion of the IAAF program fourteen multi-sport and area games competitions, including the Olympic Games, are organized on all continents with athletics as the core sport. Added to this are thousands of other national and local area events. In 2003 the IAAF Congress approved the addition of Mountain Running to the list of disciplines governed by the IAAF. Mountain Running has its own World Championships and Grand Prix circuit.

Showing the sport's ability to innovate and respond to changing demands, an exciting new team competition, the World Athletics Relays was launched in 2014 in Nassau, The Bahamas and has now been staged on three further occasions, most recently in Yokohama. The Principality of Monaco has been home to World Athletics since October 1993. After more than 30 years in Sweden (1912-1946) and more than 40 years in the UK (1946-1993), World Athletics moved to Southern Europe following a decision taken at the 39th Congress in August 1993 in Stuttgart. The new headquarters were officially inaugurated on 10 June 1994.

3.2 History of African athletics

African athletes have made a huge contribution to the sport, with continent's illustrious history stretching back to even before the formation of IAAF.

South Africa formed a national federation in 1894 and it was a sprinter from the country, Reggie Walker, who became the first African to win an Olympic gold medal when he took the 100m title. However, African athletes' greater prominence became apparent from the late 1950s onwards as many countries gained their independence and were determined to play a bigger role on the sporting stage. A pivotal point was the famous barefooted marathon victory Ethiopian Abebe Bikila at the 1960 Olympic games in Rome, striding through the night sky to equal the world best time. Bikila, this time wearing shoes, retained his title in Tokyo four years later with another world record.

Kenya made its mark at the 1968, Olympics in Mexico City with KIP Keino capturing the hearts of athletics Aficionados with his courageous front running to win the 1500m. In the 1970s Africa gave the world several great champions and world record setters like Uganda's 400m hurdle John Akii-Bua and steeplechaser Filbert Bayi. At the 1980 Moscow Olympic, the 5000m and 10000m champion Miruts Yifter grabbed the headlines, but in the decades as a whole it was Morocco's Said Aouta who took the lime light with five world records over various distances including being the first man to run 5000m in under 13 minutes,

Ethiopian Haile Gebreselassie and his compatriot Kenenisa Bekele have then taken 5000m and 10000m running to new levels in the last 20 years, with both men also winning a myriad of world and Olympic titles. It would also be remiss not to mention Hicham EL Guerrouj, who dominated 1500m race double at the 2004 Olympics.

African Women Athletes

African women, despite often facing social and cultural barriers, quickly followed in the footsteps of their male counterparts. Morocco's Nawal El Moutawakil won the 400m hurdles gold medal at the 1984 Olympics in Los Angeles, beating Aowita to the honour of being her country's first gold medalist by three days.

In 1992 Olympics in Barcelona was another watershed for African women. Algeria's Hassiba Boulmerka followed up her 1500m victory at the 1991 world championships with another title while the 10000m saw a titanic battle Derartu Tulu prevailed over South Africa's Elana Meyer. The pair then went off hand – in – hand on symbolic shared victory lap to provide a memorable image which symbolized a new era of unity for Africa.

Other great African women athletes of recent vintage include Mozambique's Maria Mutola, the 2000 Olympic champion who won the IAAF world champions 800m on three occasions. She was even more dominating at the IAAF world indoor championships with seven victories.

Kenya's Catherine Ndereba won two world titles at the marathon and also set a world record over the classic distance, While Ethiopian Tirunesh Dibaba has been a multiple world champion on the track and at cross country, something which Vivian Cheruiyot succeeded at in 2011.

Cameron's Fran Af Asoise Mbango has also shown that African women have talents other than just running and won triple jump gold medals at the 2004 and 2008 Olympics.

In the modern era of Athletics in Ethiopia after the member of IOC in 1948 participate in Melbourne Olympic, number of athletes was developed in Ethiopia especially in the military camps. The foundations of Ethiopia Athletics Federation in 1953 Ethiopia was registered member of International Amateur Athletics Federation (IAAF) and participated in deferent International competitions (Ethiopian Olympic committee, 2000)

3.3 History of Ethiopian athletics

Athletics was introduced in Ethiopia in the 1940s in the schools by expatriate physical education teachers and in less organized system in military camps, Air forces, police forces etc. People were participating in athletics in Ethiopia.

Beginning of 1950s, athletics become more popular in most primary and secondary schools of Addis Ababa, which was held every year during that time.

In modern era of Athletics in Ethiopia, after Ethiopia's registration as a member of the IOC (International Olympic Committee) in 1948, the country began participating in the international sport arena by preparing its athletes for the Melbourne Olympics, Australia. Ethiopia established its Athletics federation since June 4, 1961. Soon became member of the International Association of Athletics Federation (IAAF). Since then, Ethiopia kept on producing world known prominent athletes.

Start-up activity

What do you think would have happened, if governing organizations for all sports had not been set?

3.4 Horizontal jumps

Learning competency

At the end of this lesson, you will be able to:

- ◆ distinguish the phases of long jump;
- ◆ practice basic long jumping technique;
- ◆ identify techniques of triple jump and,
- ◆ practice basic triple jumping skills

The horizontal jumps comprise all jumps that gain horizontal distance. These jumps are the long jump and triple jump.

The aim of a horizontal jump is simple, - the jumper attempts to jump as far as he can from a 20cm wide wooden board, set flush with the surface of the runway, into sand-pitch the surface of which is also level with runway. A take-off from behind the board is not permitted. The technique may appear simple, but it is a highly skilled event requiring precision in the run-up, concentrated effort in the take-off, and unusual action in the flight. The jumper must be able to accelerate and sprint at top speed over about 40 meters and hit the take-off position with the correct foot consistently from trail to trail with a precision of just a few centimeters. During the run-up the athlete gains only the horizontal momentum for the jump, and must add the whole of the vertical components in the very short time available while the take-off foot is in contact with the take-off board.

The objective of these events is to jump the greatest horizontal distance possible. Hence the category's name itself indicates as a horizontal distance covering jumps. Speed is important for these events as you need to generate enough momentum to travel far.

The triple jump involves 3 phases, a 'hop', 'step' and finally a 'jump' into the sand with both feet together. With the long jump, you take off from the board with your preferred foot and land in the sand with your feet together. Whereas the long jump is more speed based and the triple jump is more technique than speed. You still have to be explosive in both your jumps.

One should not be introduced to the take-off board directly. The following points should be kept in mind during the initial stages of training:

- ◆ Your head should be upright throughout the jumping session.
- ◆ Choose a jumping area that is more suitable to have sideways jumped.
- ◆ Initially, you should make short approach runs and should mark the places where the running starts.

3.4.1 The long/broad jump

The long-jump technique is divided into 4 phases:

1. approach run;
2. take-off;
3. flight and
4. landing



Figure 3. 1 Phases of long jump

The approach run:

The main features of the run-up are accuracy, rhythm and consistency. Efficient running form will assist the jumper to build the required speed as well as ensuring a potentially effective position for take-off.

In jumps, the most critical phases are on the ground; the approach, which contains acceleration to an optimum controllable speed, and the take-off, which consists of the final stride to leaving the ground. These two phases largely determine the performance of the last two phases: what happens in the air, flight, and landing.

Activities: 3.1.1

The hop-ups: Forming small groups practice the following:

- ◆ Two cross bars or rubber line and likes, hop-up over them.
- ◆ Hop-up from check marks (e.g. zone jumping, jump on to low box from increasingly distance marks, jump from a take –off zone into a landing area).
- ◆ Hop-ups over several broad obstacles with one to three strides in between.
- ◆ Hop-ups from spring board (e.g. as high long jump over rubber line, landing on a remote finishing circle etc.)

Activities: 3.1.2

Bouncing

Form small groups do the following.

- ◆ Competitive jumping from check-mark(multiple jumps)
- ◆ Jumping up stairs and steps.
- ◆ Bouncing over low obstacles
- ◆ Jumping on marks (e.g. from hoop to hoop, from line from line).

◆ Activities: 3.1.3

Hopping

Do the following individually and in small groups.

- ◆ Hopping with short step in between
- ◆ Competitive hopping (individual and group scoring) for time over a given distance and with a fixed number of hops.

The approach run is smoothly and progressively accelerated and, during the last few strides, there is a slight lowering of the hips in preparation for the take-off. You prepare for take-off by sinking the hips and then raising the hips into the take-off phase. The hips should not sink artificially. You should concentrate on high hips through this phase. The hips sink and stride adjustment all happens in response to the athlete's postural adjustments in preparation for the take-off.

The first phase, “approach phase” (approach run) is as follows:

- ◆ High school performers use a 14-20 stride approach based on their maximum controllable speed;
- ◆ It's often beneficial for you to have a routine leading into your approach. As long as this doesn't affect your consistency, it is a good way for you to focus and block out distractions;
- ◆ At the beginning of the approach, you should drive forward, much like in a sprint—slight body lean, head high, high knee & arm drive, quick, powerful feet pushing back;
- ◆ You should gradually erect posture to a tall upright sprinting position. Steps should be quick and springy accelerating to top speed and
- ◆ Before takeoff, you should be tall, with eyes up (do not looking at the board), thinking “up” in preparation for a vertical movement;



Figure 3.2 Approach run

In good sprinting action the athlete's head, shoulders and hips are aligned.

Activity 3.1.4 (Practical exercise)

Acceleration drills

In your practical session perform the following activities.

1. Start with your hands against a wall or fence with your torso leaning from the ankle at 45 degrees with one knee up. Adjust yourself as needed. “Feel” the straight line from your head through your shoulders, hips, knees and finally feet. Repeat the drill without aligning the athlete.
2. From position A, take 3 or 5 steps in place (walking, marching and finally running) your feet land in the same position you start in. Repeat watching and cueing the straight line from head to toe.



Figure 3. 3 Wall run

Activities: 3.1.5

For the run-up:

- ◆ Practice sprint drills over 20 – 30m.
- ◆ Form runs over 20 – 30 meters – the athlete concentrates on good running form then tries to maintain form as speed increases.
- ◆ Short sprints over 10 – 30 meters either from a standing start, a rolling start (2 – 3 walk/jog strides before sprinting, or flying starts (the athlete builds speed over 5 – 10 meters before sprinting flat out over desired distance).
- ◆ Practice running over the take-off board without looking. Most young athletes make judgment errors as they approach the board resulting in slowing down, stuttering or over-striding.

The takeoff:

The take-off action converts the athlete's speed of the run-up into a vertical lift off the board and will determine the flight path of the athlete's center of gravity through the air.

- ◆ The penultimate step should be a slightly longer, flat-footed step ;
- ◆ Plant step should be short and quick-hitting flat-footed, slightly ahead of the body;

- ◆ Swing leg drives up, heel to butt, knee lifting to a 90-degree angle;
- ◆ Active arm drive, in correlation with knee drive, helps generate lift and block forward rotation.

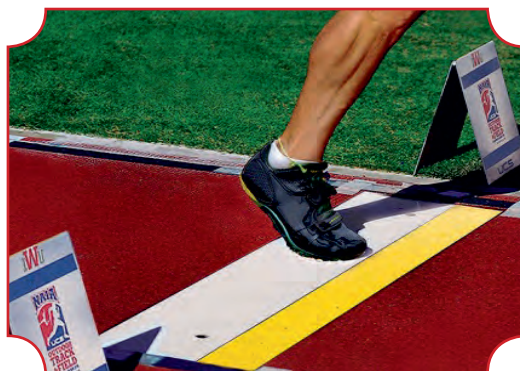


Figure 3. 4 Take off

There should be a vertical alignment of the head, upper body and hips with full extension of the take-off leg at the hip and ankle on take-off.

The flight:

Once the jumper has lost contact with the ground, he can no longer change the flight curve of the body's center of gravity. His movement on the air can only have the purpose of keeping his balance and preparing for a good landing with the smallest possible loss on landing.

The jumper on air who is trying to keep his balance may accomplish the task of keeping one's balance through the three flight style:

- ◆ the hang style
- ◆ the float style
- ◆ the hitch-kick style

Nowadays, the hitch-kick style is the most commonly employed mid-air action, because it ensures an effective take-off and an early preparation for landing.

In the hang style the following mistakes may steal in during performing it: the jumper anticipates the hang style movement, so that at take-off the swinging leg remains passive or is not fully brought in to action. The hang style, therefore, is not recommended for beginners.

The float style, where all separated body mass gather approximately close to the body's center of gravity, creates mechanically the most unfavorable condition for the landing. In this style even the smallest forward rotation will destruct from the result. When the jumper reaches the highest point of flight curve, his trunk must have come upright again and the legs a little forward.

You need to keep the following to keep your balance which may be good points in mind during the flight:

- ◆ Arms should gradually drop and circulate back, upward, and over (will vary depending on the athlete's preferred flight style);
- ◆ A jumper should maintain a big chest and slightly upward head-tilt;
- ◆ Drive knee should also drop downward to elongate the body, further combating forward rotation;
- ◆ Keep the trunk in the upright position as much as possible otherwise; it will make obstacles in moving your leg up during the landing time.



Figure 3. 5 Flight

During the flight, you must maintain perfect alignment between your head, back, and hips.

Note: Always ensure to appear with a taller posture and eyes are looking straight ahead. Once the jumper has developed the basic skill, a simulated arm action as in the take-off may be introduced.

Activities: 3.1.6

For the flight:

- ◆ Continuous galloping over 10 meters
- ◆ Walking 3 strides and performing one gallop
- ◆ Jogging 3 strides with one gallop
- ◆ Single gallop over one low hurdle
- ◆ Gallops over two low hurdles
- ◆ 3 – 5 stride run-up with a gallop over low hurdle or pop-up sticks into the pit.

The landing:

An efficient landing is a byproduct of an efficient take-off. If the athlete does not get sufficient height at the takeoff it may be difficult to gain the best landing position.

Key points in the landing phase:

- ◆ During preparation for the landing, you should try to get the heels as far away from the scratch line as possible.
- ◆ This technique demands that you reach a position where you would normally fall back into the sand in a normal landing.
- ◆ The body remains upright, with the head looking forward.
- ◆ The arms are forced down and backwards to assist the legs in the upward motion.
- ◆ The upper body should never lean forward during this phase.
- ◆ You should bring the upper body upright again before landing by pushing the arms horizontally forward, not upwards, to avoid the legs from dropping again, and to reduce forward rotation.
- ◆ The arms must remain in this forward position until the landing is completed to avoid backward rotation.

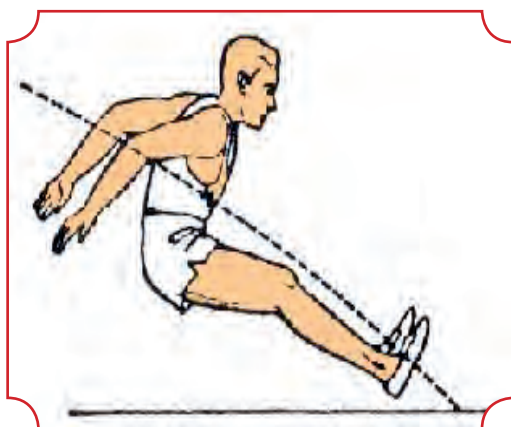


Figure 3. 6 Landing

Other considerations are

The most common techniques used in landing are:

- ◆ The scoop through where the athlete relaxes the knees on landing. Then scoops the hips through to clear the feet marks.

Activities 3.1.7

For the landing:

- ◆ Short run-up jumps ensuring efficient take-off action and attempting to put the chest on the thighs during the preparation for landing (hold the takeoff position momentarily first and avoid performing this action too early in the flight)
- ◆ V-sits – the jumper try to touch their toes while balancing on the point of their backside, forming a V position. This strengthens the lower abdominal muscles and creates an awareness of the correct position.

- ◆ Jump up onto high jump mats from a short run-up ensuring strong take-off movements to gain maximum height and landing with full extension. It is not recommended to encourage the student jumper to land on the backside in the pit as this can result in serious injury.

3.4.2 The triple jump

The sequence of jumps is laid by the international competition rules. According to these rules, the hop and step must be made with the same leg, and the jump proper with the other leg. From this results the three-jump-rhythm: right-right-left or left-left-right respectively, which gives to each jump a special character. This is clearly expressed as:

Hop = first jump

Step = Second jump

Jump = third jump

The aim in a triple jump is to jump as much as possible with three successive jumps. The difficulty is to maintain a high horizontal speed throughout the three jumps.

Start-up activity

What makes triple jump different from long jump?

The triple jump event is a three-step jump, a hop, step and jump. It is believed to have derived from an ancient Irish sport to traverse a water paddle with the least steps. The basic rule is to jump the first hop and the second step on the same foot. If an athlete takes off on their right foot, the step is with the same foot, and then the final jump is kicked off with the left foot. If the athlete launches on their left foot, then the foot sequence is right, left then right. In major high-level competitions, a takeoff board is set, from the nearer end of the sandpit, at 13 meters for men and 10 meters for women, so that the jump landing will be in the sandpit.

A jumper taking part in this event should be a fast runner with great explosive strength. The event requires a performer to have good rhythm, balance and agility and the ability to master a complex technique. It is generally thought that the jump event of the ancient Olympics was a “multi jump” since the record was 16.76m. However, the documented history of the triple jump began in the 18th century where various combinations of three jumps were used. Two hops and a jump was the dominant technique in those early days. The modern triple jump requires a fast run followed by a hop, then a step (bound) and finally a jump into the sandpit.

Interested performers can be organized into ability groups and should aim to progress to more widely spaced lines. They will tend to look down at the lines limiting good jumping posture, so they have to be encouraged to keep their heads up. The trunk

should be upright and the hips kept under the trunk. After developing the sequence of movements, ensure that good technique and posture are in place before longer distances are attempted.

The one fundamental aspect of triple jumping is how the foot is presented to and struck against the ground during landings and take-offs through each phase. It is a “reaching and pawing” action. Although there is some similarity between the approach run of the long jump and triple jump, there is a dramatic difference between take-offs of the two events.

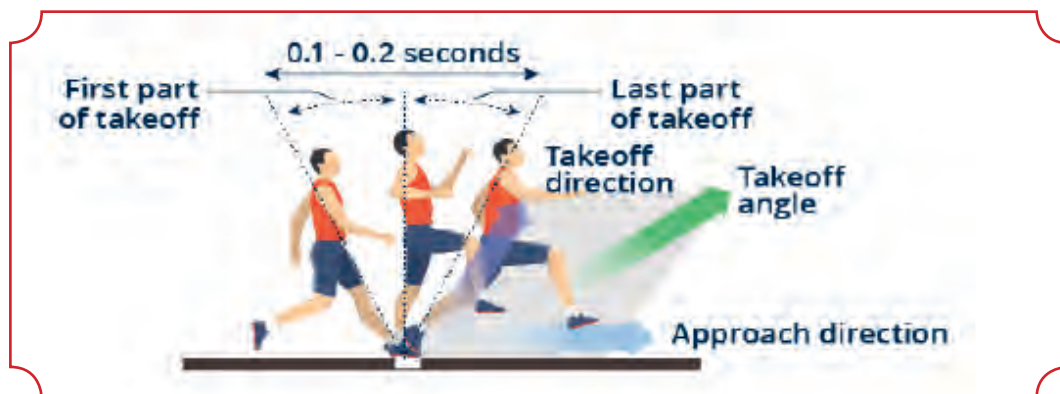


Figure 3. 7 The takeoff

In triple jumps take-off, the following technical elements are observed:

1. Provision must be made for a further two jumps.
2. Adjustments in the last 3-4 strides of the approach require a different flight curve of the body's center of gravity as in a long jump.
3. The flight angle is smaller to lose as little as possible of the forward momentum.

3.6. During practicing the triple jump, you should aim to:

- ◆ Land on the flat of the foot;
- ◆ Keep the trunk upright;
- ◆ Make an active landing;
- ◆ Achieve a wide-ranging and well-coordinated movement of the arms;
- ◆ Attain a balanced action in the jumps;
- ◆ Drive forwards and upwards;
- ◆ Make a complete circular action of the take-off leg in the first jump;
- ◆ Achieve a vigorous and very high lift of the free leg for the second and third jumps.

A. Phases of triple jump:

The triple jump has four phases. They include:

- A. approach run** - least important in the beginning but very important once the athlete learns to jump properly.
- B. hop** - develops from a fast controlled approach run. The hop is flat and balanced, with an active landing.
- C. step** - is an extended balanced movement with an active landing.
- D. jump** - uses all the remaining speed to propel you into the pit.

Your eyes should be focused beyond the pit for the entire jump.

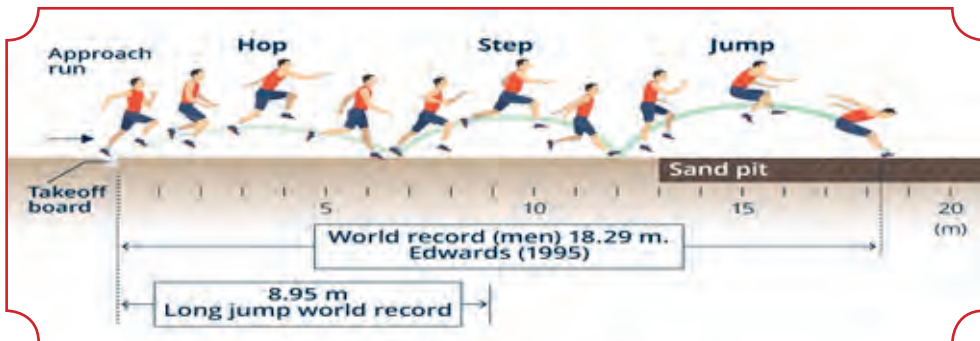


Figure 3. 8 The hop, the step and the jump

The approach run:

The objective of the approach run for the triple jump is to create the greatest amount of speed that can be controlled throughout the triple jump hop, step and jump phases. The athlete's strength and technique will determine the optimal run-up distance and speed.

Activity 3.1.8 (Practical exercise)

You will perform the following activities for approach run.

- ◆ Wall drill (jogging)
- ◆ Rollover starts (15m-20m)
- ◆ Full approach runs on the track (NO BOARD) no jump
- ◆ Full approach runs on the runway no jump
- ◆ Full approach runs on the runway small pop up

The hop:

It should be noted that when performing the hope, maintaining forward momentum is of utmost importance. Attaining excessive height will make the remainder of the jump impossible to perform correctly:

- ◆ The take-off leg is fully extended;
- ◆ Drive leg thigh should be nearly parallel to the ground at take-off and the foot relaxed;
- ◆ The foot of the take-off leg is then pulled to the buttocks;
- ◆ The drive leg rotates from in front of the body to behind it;
- ◆ Take-off leg begins to pull forward;
- ◆ As the thigh of the take-off leg reaches parallel, the lower portion of the leg extends past the knee, with the foot dorsiflexed;
- ◆ Once the leg is extended, you then forcefully drive the leg downwards, prepare yourself for an active landing.

Activities 3.1.9 (Practical exercise)

In your practical sessions practice the following.

Standing hops

- ◆ the thigh of the hop leg should come to a level position when the hop leg comes off of the ground.
- ◆ landing should be flat-footed or slightly heel toe. Ideally, the landing should be flatfooted but sometimes you need to know to land heel toe to keep you from landing on your toe.
- ◆ once the heel toe landing is taught, then it is easier for you to land flat-footed.

Consecutive short hops from a stand.

- ◆ start at about 4feets and when make you this distance gradually lengthen the length of the hop. A common fault here is that you will tend to jump stiff-legged. The thigh of the hop when leg should be brought as close to horizontal as possible when the jumper is in the air.

The step:

This phase of the triple jump needs practice step by step to do correctly. This phase is also dependent on the hop. If the hop is not done correctly this phase will not be done well. For you, the emphasis here should be on getting into the air not driving forward. (As you master the event, then you can learn to go out, out, and up in the three phases.) This phase is a jump and all efforts should be made to harness this force to you. There are certain preparatory factors (both mental and physical) that take place before you jump and this fact should be noted when practicing this phase of the triple jump.

All landings should be flat-footed or slightly heel-toe

- ◆ The take-off leg is fully extended with the drive leg thigh just below parallel to the ground;
- ◆ The take-off leg stays extended behind the body with the heel held high (Fig3. 9);
- ◆ The drive leg thigh is held parallel with the ground, lower leg vertical and the toe dorsiflexed and
- ◆ The drive leg extends with a flexed ankle (creating a long lever) and snaps downward for a quick transition into the jump phase.

Activities 3.1.20 (Practical exercise)

Perform the following steps.

1. Steps from standing stationary.

- ◆ From one foot to the other (a distance of 4 to 5 feet);
- ◆ Do the above emphasizing leading with the knee.
- ◆ All of the above with a foot-knee landing. (This put emphasis on proper form in the air and proper landing position);
- ◆ Hop to other foot and balance upon landing.

2. Do all of the above with a 4 step approach.

3. Step stop, step stop, step stop.

- ◆ The jumper does consecutive steps and balances upon landing before proceeding to the next step.

4. 3 to 4 consecutive steps

- ◆ Watch for leg swing and foot lead instead of knee drive.
- ◆ Remember these are jumps and the emphasis should be on jumping.

Putting the hop and step together

The hop step transition is quite easy to learn when taught correctly. The main limiting factor here is the strength of the athlete. ***This is a powerful athletic action.***

Activities 3.2 (Practical exercise)

In your practice session practice the following.

Putting the hop and step together

1. Hop-Long Jump (this is the singularly best drill for learning the step to hop transition)

- ◆ 4 step approach.
- ◆ Perform a short hop.
- ◆ Upon landing, long jump off of the foot that you landed on.
- ◆ Gradually increase the length of the hop as the skill is mastered.
- ◆ Gradually increase the length of approach. This drill is for an active landing and for you to jump off of the hop foot into the step.

Putting the whole jump together

Rhythm Jumps:

Activities 3.2.1 (Practical exercise)

In your practice session practice the following.

For rhythm jumps:

- ◆ Put three cones 7' apart with a landing area 5 - 10 feet beyond the last cone, if 7' is too long a distance, shorten it to suit the jumper ;
- ◆ The jumper takes off from the first cone;
- ◆ Lands next to the second;
- ◆ Steps to the third;
- ◆ Jumps into the landing area;
- ◆ This drill can be done from a stand or an approach, it should be done from stand first and,
- ◆ Gradually increase the distance between the cones and the length of the approach as the drill is mastered.

Unit review

Check list competencies given below are expected to be achieved in this unit by students. Students are required to respond by saying “Yes” or “No”. Put a tick (✓) mark under “Yes” column if you are able to perform the competency or put a tick (✓) mark under “No” column if you are unable to perform the competency. This would help to evaluate yourself and you can revise the parts of topics for which the competencies are not met.

No	Can I	YES	NO
1	Recognize the major horizontal jumps of athletics.		
2	Apply the major activities for the horizontal jumps.		
3	Attain appreciation for the difficulty of jumping events.		
4	Identify the key points of both the jump events.		
5	Describe the similarity and difference among the jumps.		
6	Discuss in small groups and develop cooperation among yourselves.		
7	Demonstrate the knowledge and techniques of the horizontal jumping event.		
8	Demonstrate basic horizontal jumping skills and ability.		
9	Work cooperatively in a group.		

Unit Summary

Athletics (Track and Field) is an activity in which millions of people throughout the world participate and in which many more millions take an interest. Participating in track and field other than improve cardiovascular and respiratory organ it improves basic physical qualities. Sport needs rules. Rules define the required equipment, the size and space in which an event is performed. Sports rule book must be obeyed. In general rules for throwing events each competitor shall be allowed three preliminary trials. An athlete who drops the discuss outside the circle after entering the circle his/her throw will not be measured, Long jump has four phases: approach run, take-off, flight and landing. Triple jump event is a three phase jump: the hop, the step and the jump.

Review exercise on unit three

Choose the best answer from the given alternatives.

1. Which of the following jumping events does the horizontal jumps comprises?
 - A. Pole vault and triple jump
 - C. Long jump and triple jump
 - B. Long jump and pole jump
 - D. Horizontal jump and high jump
2. Which one of the following statements does serve as one of the safety measures to be taken during long jump?
 - A. Precautions should be taken not to make the run way level and firm.
 - B. If board is used, it should be left un-flashed with run way.
 - C. Leaving foreign objects on the pit helps jumpers see the pit clearly.
 - D. Keep the pit well dug.
3. What do we call the competitive event that involves propelling one's own body in the air to cover a horizontal distance as far as possible?
 - A. Pole vault
 - C. High jump
 - B. Horizontal jump
 - D. Straddle jump
4. In which one of the following competitive events does an athlete get disqualified, if his take-off foot touches beyond the board towards the pit?
 - A. High jumps
 - C. 200 and 400mts run
 - B. Pole vault
 - D. Horizontal jumps
5. In a throwing competition, when will the judges accept the throw as a legal and a right throw?
 - A. If an athlete drops the discus at his hand outside the circle after entering the circle.
 - B. If the discus lands inside the sector line.
 - C. If the competitor start the throw after being late more than one minute after the call.
 - D. If the competitor touches the circle or the outside line of the circle.

6. Which phases are most critical in performing jumps?

- | | |
|-------------------------------|------------------------|
| A. Flight and approach run | C. Tack-off and flight |
| B. Approach run and take- off | D. Landing and flight |

7. Which of the following **DOES NOT** represent the right action for triple jump?

- A. Land on the tip of the foot
- B. Make a forward landing
- C. Attain a balanced action in the jumps
- D. Drive forwards and upwards

8. What makes triple jump different from other jumps

- A. As rule all phases of the triple jumps are done with one and the same foot.
- B. As rule is, to jump the first hop and the second step on the same foot.
- C. If an athlete takes off on their right foot, the step is with the other left foot.
- D. A jumper taking part in triple jump should be an endured with high respiratory capacity.

UNIT FOUR

FOOTBALL



Introduction

Most of you are familiar with football. Because it is loved by many and it is one of the most practiced sports. As you all remember you learned various football skills starting from grade five. Thus, this and some environmental exposures give you chances to practice football. In this grade you will learn some advanced football skills that you didn't cover in grade nine and that are important in football games. These skills need your careful practice and concentration in order to reduce the occurrence of injury. Moreover practice time at home or in your village helps you to develop the skills easily. You are expected to spend some periods in the classroom to cover the theoretical part and more time will be given to practical activities on tackling and goal keeping skills.

MAIN CONTENTS

4.1 Strategies in football

4.2 Skills of football

Key words

Strategy, Formation, Defence, Offence, Tackle, Control and Goalkeeping.

Unit learning outcome

At the end of this unit, you will be able to:

- ◆ develop positive personal and social behaviours and interpersonal relationships;
- ◆ know some basic rules of football while playing small sided games;

- ◆ develop skills of football through movement and;
- ◆ understand skills of football while playing the game.

Start-up activity

Basic rules and some skills of football were discussed in grade 9. In order to remember some of the points, do the following activity. Watch recorded football game or local football clubs game around your village and answer the following questions.

1. Identify the basic rules of football that you have learned and observe how the referee applies those rules in that game. Reflect your report to your classmates.
2. Which basic skills of football are mostly used?
3. Do you have football playing experience at woreda, school or zone level? If yes, share your experience to the class by relating it to your football lesson.

Football is a very familiar sport activity. There is a standard dimension of football fields that the international federation approves. Therefore, the playing areas must be in that standard. In football games basic skills such as passing, receiving, and dribbling are mostly performed during the game, and rules like a ball out, ball in, offside and corner kick are common in a football game.

So, in this session you are going to learn strategies employed in football and advanced skills of football like tackling.

4.1 Strategies in football

Learning competency

At the end of this lesson, you will be able to:

- ◆ differentiate formation and strategies of football;
- ◆ describe how offensive and defensive football strategies are developed;
- ◆ identify the objective of offensive and defensive strategy in football and,
- ◆ apply teamwork in practical activities.

Activity 4.1

Form a group and watch a recorded game. Work in a group on the following activities and reflect your points to other groups.

1. Which club won the game? What do you understand from the winning team?
2. How do you explain the role of individual players in teamwork?

Football is a team game that is practiced by male, female and Paralympic athletes. It demands teamwork and individual skill. Most of the time, the result of a team is the cumulative effect of each player in a team who has a responsibility in their specific

position to accomplish individually within the team. They are also responsible to perform as a team in a given position or zone. Thus, ***strategy in football means a team's method for each play and game situation.*** It is a plan to accomplish your seasonal or individual game goals. It is dynamic and varies according to the situation of the game type. The strategy of a team is built upon individual players' skills. Hence, any football team has a strategy that is to be done individually and in a group.

Football is one of the team games. As it is a team game the sense of "I" is insignificant in football. Instead, teamwork is important in football. Individual players have roles and responsibilities to accomplish individually and there is also time to perform tasks as a team. In team games, the success and failure of the team is the individual quality of the players within the team.

4.1.1. Formation

You may come across pre-match and post-match football analyses given by analysts or sports journalists. Most of the time the discussion focus on the formation and the strategy employed by the team by referring to the previous games that give clue on how that team comes to the pitch and the strategies intended for that specific game. ***The term formation in football explains in a manner how players of a team are arranged according to their position along the pitch.***

Activity 4.2

Take a moment and think of the following question individually. Then discuss in pair at your desk and share to the class.

1. How is a team formation selected in football?
2. What comes to your mind when you hear the team formation 4-4-2?

The selection of team formation is the responsibility of a coach or a manager. So, players in the team act in an organized way and know their roles and positions in the team. Football formation is always determined by the strengths and weaknesses of the players in a given team having a structured formation which might increase the chance of success.

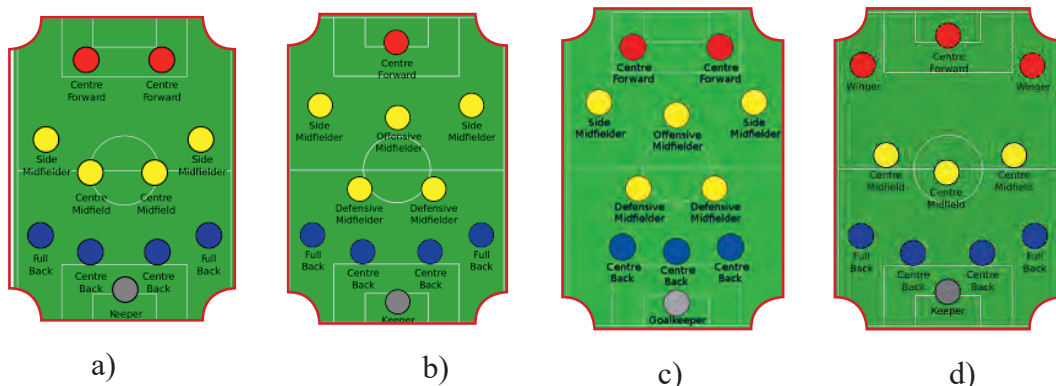


Figure 4.1 Football (a) 4-4-2, (b) 4-5-1, (c) 3-5-2, and (d) 4-3-3 formations respectively

Usually, team formations are written in numbers that look like formula 4-4-2, 4-3-3, 3-5-2, ... which excludes the goalkeepers and starts from the defenders move to midfielders and finally forwards. For example, 4-4-2 means four defenders, four midfielders, and two forwards. Each formation has advantages and disadvantages. So, the team chooses formation for the benefit of the team based on the players' quality.

4.1.2. Defensive strategy

Activity 4.3

Take a moment to think about the following questions.

1. What types of strategies do you know in football?

Write your idea on a piece of paper and post it on the flip chart and then form a group to discuss and come up with an agreeable point.

As stated in the earlier paragraph strategy is used to accomplish the game in a manner that is best to perform and increase the chance of success. In a more general way, football strategies are grouped as defensive strategies and offensive strategies. In earlier times defensive play was not played whereas modern football games balance between offensive and defensive plays.



Figure 4.2 Coach demonstrates formation on a tactical board for players

The purpose of defensive strategy is to secure a team play by taking a position between the opponent team and the goal. A team that doesn't possess the ball is considered as a defense for a while. Defensive strategy is applicable by each player in a team; every player has a responsibility to protect not to score a goal. Defensive players need to communicate with offensive players within the team to build the best defensive strategy in all parts of the field. Most people agree that offensive play is also another way of defense.

4.1.3 Offensive strategy

An offensive strategy is the reverse of defensive strategy. It is possession of the ball and spread out on the opponent's field to make defense difficult. It demands holding the ball and moving forward to score a goal. It simply means that invading the territory of the other team in a way that most of the field players of the team are in a position of attacking or offensive.

Offensive strategy basically is possession of the ball within a team as much as possible by passing and moving quickly so that space will be created for attacking. This strategy discourages standing still even though the ball is not in your control and to move quickly to open space, to make free yourself from the defensive players and try to get closer to the goal area.

Exercise 4.1

1. What is formation? Give at list two examples of formations.
2. Compare and contrast offenceive and difensive football strategies?

4.2. Skills of football

Learning competency

At the end of this lesson, you will be able to:

- ◆ practice the basic rules of football while playing small-sided games;
- ◆ perform different tackling, ball controlling and goal keeping skills;
- ◆ apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone;
- ◆ demonstrate respectful communication skills appropriate to cooperative participation in activities and,
- ◆ take responsibility for various roles while participating in games; and, accept ideas from others.

Activity 4.4

Discuss in pairs, write your reflection on a piece of paper and change your paper with other pairs and find if there are differences in the reflections.

1. List football skills and categorize them into fundamental and advanced skills.
2. How can you improve your football skills?

By definition skill is the ability, coming from one's knowledge, practice, aptitude, etc., to do something well. When viewed from the perspective of football it refers to the touch one has on the ball when passing, trapping, receiving, or shooting. Passing, receiving, and dribbling are fundamental skills whereas thigh and head controlling and tackling are advanced skills of football.

Many of you might have got the chance of playing football in your village so that you are very familiar with football skills practically. For those who don't have such an opportunity, school physical education offers an opportunity to practice different football skills and it is a time to practice advanced football skills with your friends. Skills are learned, hence to learn and develop advanced football skills the only thing that you need is to devote your time and energy to practice it well.

4.2.1 Tackling

The art of football is enjoyable and unpredictable. The decisions made by every player are sudden and for the benefit of the team. You are friendly, with the term "tackle" which youngsters commonly used in their daily conversations. When it comes to football, tackle is one of the advanced skills of football. A tackle is when a player goes at an attacking player and successfully stops possession and ball movement without committing a foul or tackle is the act of a defender coming to meet an opponent who has the ball, engaging them, and then legally using the foot to take the ball away.

Some may think that the skill of tackling is a skill required for defense players only. This is of course a wrong assumption. As football is a team game every player needs to prepare himself or herself for each skill. "Defending from the front" indicates all needs to be in a good position of knowing and using skills as the game demands.

There are different types of tackling. However, for this grade level you are expected to know and practice two of them namely **Block tackle** and **Side tackle**. While practicing these skills please, bear in mind that "safety first" the slogan to be used. Different types of tackle require different techniques, but two principles apply to them all.

1. Timing: it means you should be aware of the exact time when to apply to tackle, that is, to win the ball.
2. Safety: it is a key not only to prevent players from injury but also to avoid unnecessary risks.

4.2.1.1. Block tackling (Front block tackle)

The block tackle is made when a defending player meets an attacker head-on. Both players use the inside of their tackling foot, forcibly making contact with the ball. Both players stay on their feet. The block tackle is used more often than any other kind of tackle. It is hard but safe body contact. While practicing this skill be aware of your partner's physique and skill level to minimize the risk of injury.

1. Before you make your challenge, “jockey” your opponent. This involves standing in front of the opponent and denying him room.
 - ◆ Use your back leg as a pivot to move sideways during jockeying
 - ◆ Move your weight forward into the tackle
 - ◆ Keep your ankle firm throughout the tackle



Figure 4. 3 Jockeying the opponent

2. When the opponent draws his leg back to kick the ball, bring your tackling foot toward the ball.
3. Once the tackle is engaged, you still have to work hard to control the ball and win possession.



Figure 4. 4 Front tackle

Activity 4.5 (Practical exercise)

In your practical class practice **block tackle drill** in pair.

Start with this drill to be familiar with tackling and feel confident to perform better. Remember the following important body positions.

- ◆ Keep your bodies crouched with a low center of gravity.
- ◆ Use your insteps (inside of the foot) and keep your knees over the ball.
- ◆ Put your weight into the tackle, shoulder forward.
- ◆ Strike through the ball.

Practice 1

- ◆ In pair stand face-to-face in two or three meter distance.
- ◆ Place the ball at the center.
- ◆ Step forward to contact the ball equally.

Practice 2

- ◆ In pair stand face-to-face in arm length distance.
- ◆ Place your hands on each other's shoulders and keep arms straight.
- ◆ Both of you tackle gently so that your feet come into simultaneous contact with the ball.

4.2.1.2. Slide tackling

Football skills should be practiced well. The justification is you can't predict when to use it. The situation of the opponent player and the position determines which skill is to be used so that knowing and preparing in all kinds of skill as a player is basic. Football skills demand both physical and mental quality. Effective tackling requires decision-making and proper timing. With this regard, the purpose of tackling is to take the ball directly away from the dribbler, stop passing or shooting. It is employed when both the attacker and defender are running in the same direction and the defender decides it is a must to stop it.



Figure 4. 5 Slide tackling

Slide tackling is riskier than other types of tackling. It is because of the following reasons. As you slide on the ground there is a chance of missing the ball and you will be out of the game. There might be an incidence of injury. If you miss the ball and hit the player you will conceive a yellow card.

The tackle contains three stages: the chase, the slide, and the sweep.

- ◆ The tackler hunts the ball until s/he is confident that his or her leading foot will overtake the ball.
- ◆ The near leg leads, to sink onto the preferred leg, which curls beneath the seat so that the far leg swings around in a wide sweep, with the foot hooked, toward the ball
- ◆ The tackling leg sweeps through the ball and either trap it with the hooked foot or, more usually, plays the ball away.



Figure 4. 6 Body position of slide tackle

Activity 4.6 (Practical exercise)

In your practical class practice the *slide tackling* skill. Individually and in pairs acting as attacker and defender and change your role to practice it with both legs (left and right) alternatively.

What is the difficult part of slide tackling? How did you overcome that difficulty?

Reflect on it for your friends.

Exercise 4.2

1. Which tackling is more risky?

A. Block tackling
B. Slide tackling
C. Front tackling
2. Explain the purpose of tackling.
3. Describe the correct body position of block tackling?

4.2.2. Controlling

Activity 4.7

Take a moment to think and discuss with your friend at your desk and come up with common points and then reflect on the class.

1. What type of ball controlling skills do you know?
2. Differentiate those ball controlling skills either as easy or difficult to perform.

One of the basic elements of football is ball control. As the name implies football is played using the foot but it is allowed to control the ball with those body surfaces such as the head, chest, and thighs other than the foot. Ball controlling skill is also an art that determines the quality of the player. Ball controlling skills such as inside and outside of the foot is easy to perform. But controlling skills like head, chest, and thigh are a bit advanced skills; however, you can practice and develop them.

4.2.2.1 Thigh control

The objective of ball control is to base the ball for further action. The controlling surface (body part) is determined by the position of the ball. Thigh control skill is necessary when the ball's height is above the knee, but too low to head control or chest down.

To practice, thigh control recognize the following points:

- ◆ position your body behind the flight of the ball;
- ◆ hips should be square to the ball;
- ◆ elbows should be away from the body to help with balance;
- ◆ the trapping thigh should be behind the path of the ball;
- ◆ lift the thigh where the thigh is almost perpendicular to the balanced leg and,
- ◆ as the ball touches the thigh, quickly drop the thigh to ease the ball to the feet.



Figure 4. 7 Thigh controlling

Activity 4.8

1. In pair individually juggle the ball using the thighs and then try to pass to your friend.
2. In pair watch your friends while they perform thigh control and then discuss what you observed like how the thigh is positioned, body balance, etc and give feedbacks.

4.2.2.2. Head control

The heading is another ball controlling skill that is useful to pass, shoot (score a goal) or clear from the goal area. It is applicable when the ball is above your height and you are in a position not to control in any of the other controlling techniques. This can be completed from standing, jumping, or diving position. At this age and grade level, you are expected to perform heading in a jumping position.



Figure 4. 8 Head controlling

Activity 4.9

Be in pair and discuss the next question.

1. What are the key points to be considered while performing head control?

While practicing an advanced skill you have to be careful. Keep in mind what you have learned theoretically and internalize it to put on during the practical period.

The key points to be remembered are:

- ◆ keeping the eye on the ball;
- ◆ touch the ball with the middle part of the forehead;
- ◆ the neck should remain still, mouth should be closed and,
- ◆ withdraw head backwards and lower down the ball for the desired direction or action.

Activity 4.10 (Practical exercise)

In pair do the following exercise by taking a role as a trainer and trainee and switch role after 3 repetitions. Observe when your partner perform the activity and record on your task sheet, how many times correctly the activities performed and give feedback how he/ she has to correct their mistakes.

1. In your practical session practice front and side heading individually, from standing position.
2. Practice head juggling.
3. Demonstrate head control properly.

Exercise 4.3

1. Football field players are allowed to control the ball in any parts the body except _____.
A. Leg B. Hand C. Chest D. Head
2. Is ball controlling skill important in football? Justify your answer.
3. Which body surfaces are allowed in football to control the ball?
4. Mention some heading types in football?

4.2.3 Goalkeeping

Activity 4.11

Form a group and select a group leader to reflect after the discussion ends up.

1. What does goalkeeping mean to you?
2. What is the role of the goalkeeper?
3. What types of goalkeeping skills (techniques) do you know?

The term goalkeeping refers to the activity of securing or safeguarding a goal. Invasion games such as football, handball, hockey, and water-polo have a goal area that is to be safe and protected by individual players acknowledged as goalkeepers whose only responsibility is to guard the goal area and goal not to be scored.

Goalkeepers train alone the fact that goalkeeping skills are different from other football playing skills. There are different goalkeeping skills that you need to know some of which will be presented and the rest will be covered in higher grades. This session aims just to introduce you to the different types of goalkeeping skills. There are several goalkeeping skills such as grounding, punching, diving, kicking, etc



Figure 4.9 Goalkeeping

4.2.3.1. Diving (Ground diving)

As said earlier, goalkeepers mostly stay around the goal area to stop the ball from entering the goal. The goalkeepers are allowed to use their hands inside the goal area. The practice of goalkeeping skills is very tiresome. It demands good agility, awareness, and strength.

The ground diving technique is recommended for high shooting fast balls and when a goalkeeper is unable to catch the ball while staying on their feet or to catch balls that are apart from the vertical position. The goalkeeper dives in the appropriate direction upwards to push or tip the ball outwards or collects the ball inside to the body. It is for very advanced keepers often enough.

When you are diving, you are putting yourself in a position to make contact with the ground. Practicing diving save means working on how to launch, how to land, and how to keep control of the ball.

Basic static position

- ◆ Bend your knees and shift your weight onto the balls of your feet.
- ◆ Weight should be on the toe.
- ◆ Lean forward and keep your eyes on the ball.
- ◆ Your hands should be in front of your body in a neutral position, out and extended.
- ◆ Your palms should face each other, ready to catch the ball.



Figure 4. 10 Diving body positions

Ground diving body position

- ◆ Be in a basic position and eyes on the direction of the ball.
- ◆ Push off the ground to transfer weight to the direction of the ball.
- ◆ Arms stretched out towards the ball.
- ◆ Land with hip and shoulder.



Figure 4.11 Ground diving steps

Activity 4.12 (Practical exercise)

In your practical class, be in pair and practice the following goal keeping skill.

Ground diving: take role as a teacher and student. Face each other in 2m distance and the teacher will roll the ball in either (right or left) directions. Student will try to catch or tip out the ball. Change role after four receptions that is two repetitions in each direction.

1. Be in basic ground dive goalkeeping position.
2. Keep eyes on the teacher and the direction of the ball.
3. Roll onto your side with hip and shoulder with arms should extend following the direction of the ball.

4.2.3.2 Punching

Goalkeeping is a great responsibility, as he or she is the last person on the field to decide. Attention and timing are very important to handle the coming ball not to be scored. One of the mechanisms a goalkeeper handles the ball is punching. Punching is used to clear away crossed balls that cannot be caught, usually in heavy traffic. It is not a technique used often, as the ball should be caught whenever possible. If there is any doubt for a keeper that they will not be able to catch a cross, it should be punched out.

The three keys to make an effective punch are:

1. **Width** - getting the ball towards the sidelines, out of the center of the soccer field.
2. **Distance** - getting the ball as far away from the goal as possible.
3. **Height** - getting the ball over the attacking players.

Proper hand position

The hands should form a fist, with the four fingers forming a flat surface, and the thumb pressed firmly against the side of the fist but below the flat surface out of harm's way. The flat surface allows for the most control, as well as getting sensitive knuckles out of the way.

Note: Punching can be performed by one hand or two hands depending on the direction. But you are expected to practice two-hand punch only.



(a)



(b)

Figure 4.12 a) one hand punch, b) two hand punch

Activity 4.13 (Practical exercise)

In pair practice the following goalkeeping skill.

Punching: Stand facing each other in 2m distance. One throw the ball above the height of the partner and the other will try to punch out the ball.

4.2.3.3 Kicking (Goal kick)

Activity 4.14

1. Do you think that kicking skill is essential for a goalkeeper?
2. What are the things to be considered during ball kick?

One of the roles of the goalkeepers is to distribute a ball that is during a goal kick. Therefore, kicking skill is mandatory for a goalkeeper. Another thing is goalkeepers need to kick the ball if he or she is outside of the penalty area it's a must to kick the ball to pass to a teammate.



Figure 4.13 goal kick

Do not forget the following tips.

- ◆ Kicking is a very important skill for a goalkeeper.
- ◆ Follow through and proper body positions are some important points that you need to bear in mind.

Remember the following important points to take a goal kick.

- ◆ Place the ball stationary and stay behind the ball.
- ◆ Take some stride back to get enough run up space.
- ◆ Fix one foot and swing the kicking foot.
- ◆ Kick the ball and follow through it.

Activity 4.15 (Practical exercise)

Practice **goal kicking** skill. Target far distance, stay beyond the ball, take a run up distance and kick the ball on your target area.

4.2.4 Mini football games

Mini games are here to practice all the skills that you learned until now.

Activity 4.16 (Practical exercise)

In your practical class practice the following.

1. Prepare a small sided playing field and form two teams that have 3 members each (3 to 3) and play football with-out goalkeeper.
2. Prepare a small sided playing field and from two teams that have 5 members each (5 to 5) including goalkeeper and apply all the football skills learned until now.
3. Prepare a small sided playing field and form groups that have 7 members each (7 to 7) including goalkeeper apply offensive and defensive strategies.

Unit review

Check list competencies given below are expected to be achieved in this unit by students. Students are required to respond by saying “Yes” or “No”. Put a tick (✓) mark under “Yes” column if you are able to perform the competency or put a tick (✓) mark under “No” column if you are unable to perform the competency. This would help to evaluate yourself and you can revise the parts of topics for which the competencies are not met.

No	Can I	YES	NO
1	Identify the difference between formation and strategies of football.		
2	Describe how offensive and defensive football strategies are developed.		
3	Examine the objective of offensive and defensive strategy in football.		
4	Apply teamwork in practical activities.		
5	Apply the basic rules of football while playing small-sided games.		
6	Apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone.		
7	Demonstrate respectful communication skills.		
8	Apply cooperative participation in activities.		
9	Select responsibility for various roles while participating in games; and, accept ideas from others.		

Unit summary

- ◆ There are so many strategies in football in which teams prefer to implement during game. These strategies are methods for the team to manage the game. The very common ones are offensive and defensive strategy.
- ◆ Formation is arranging players of a team according to their position of play in the pitch.
- ◆ The purpose of defensive strategy is to secure a team play by taking a position between the opponent team and the goal.
- ◆ Offensive strategy basically is possession of the ball within a team as much as possible by passing and moving quickly so that space will be created for attacking.
- ◆ Tackling means to stop possession and ball movement without committing a foul. It requires decision-making and proper timing.
- ◆ Ball control is important skill in football. The controlling surface determined by the height and position of the ball and player.
- ◆ The skills and training needed for a goalkeeper is a bit differs from field players. Thus, goalkeepers train alone in the field of football.

Review exercise on unit four

I. Write “true” for the correct statements and “false” for the wrong statements and justify why you say true or false.

1. All players should practice tackling skill.
2. Football is a team game where individual skills are not as such mandatory.
3. Offensive play is another form of defensive strategy.

II. Choose the best answer form the given alternatives

4. _____ controlling is preferred when the height of the ball is above the knee but too lower to the chest controlling.

- A. Head B. Chest C. Thigh D. All

5. Which of the following is the correct slide tackling stage?

- A. Chase, slide and sweep C. Chase, sweep and slide
B. Slide, sweep and chase D. Slide, chase and sweep

6. To be a good goalkeeper demands _____ skill/s?

- A. gility B. Strength C. Reaction time D. All

III. Give short answer for each of the following question.

1. What does it means by football skills for you?
2. What are the factors that determine the body surface to be used for ball controlling?

UNIT FIVE

VOLLEY BALL



Introduction

One of the team games that are practiced in the world is volleyball. Most of the skills of volleyball are easy to practice and are enjoyable. In earlier grades you learned various volleyball skills. In this grade you are ready to practice and develop one of the advanced skills of blocking and discuss some basic rules of volleyball that are not included in grade 9. However, you need to refer your grade 9 volleyball lesson to relate with this grade topics and practice the skills individually, in pair or as a team.

Unit learning outcome

At the end of this unit, you will be able to:

- ◆ understand basic rules of volleyball;
- ◆ know advanced skills of volleyball;
- ◆ practice advanced volleyball skills;
- ◆ appreciate skills of volleyball through movement and,
- ◆ develop positive personal and social behaviors and interpersonal relationships.

MAIN CONTENTS

5.1 Basic rules of volleyball

5.2 Skills of volleyball blocking

Key words

Volleyball, Interruption, Delay, Interval, Time Out, Substitution, Libero, Fair-Play, and Blocking skill

Start-up activity

In grade 9 volleyball session its history and some advanced skills of volleyball were discussed. Based on your prior knowledge you are going to brainstorm on some issues regarding volleyball. Form a group and discuss on the following points.

1. What do you recall about the introduction of volleyball in Ethiopia?
2. What are the basic rules of volleyball game?
3. What types of volleyball game do you know?

There are several types of volleyball game. Among them, the well-known are In-door volleyball, Beach volleyball, and Sitting volleyball. Sitting volleyball is one type of volleyball for disabled individuals. All do have rules by their respective international federations.

5.1. Some basic rules of volleyball

Learning competency

At the end of this lesson, you will be able to:

- ◆ explain rules of volleyball and
- ◆ customize some rules of volleyball for modified volleyball game.

Activity 5.1

1. Take a minute and think about your physical education practical session rules. Do you respect all? Why?
2. Be in pair and discuss the importance of rules in volleyball and reflect your points for the class.
3. Why volleyball games are interrupted in the middle of playing?

There might be several rules you set for practical session such as proper dressing, not to wear jewelries, arrive on time, etc. All these are placed to make everyone accountable and responsible which works for the teacher and student because late coming reduce learning time and soon. As you know volleyball is played with hand. If you wear jewelries on your hand it may harm.

Volleyball is the most popular sport in the world and is practiced at various levels. The game of volleyball might take place between countries or clubs. Whatever the rule is for all it treats all equally. So the rules are applicable accordingly. Also, there exists a biological difference between male and female. Therefore, there is a rule set to address them accordingly. Moreover, there are able and disabled individuals in the world. Therefore, rules of volleyball consider disability groups in Paralympic volleyball. Rules are also important to keep the spirit of sport such as fair play and empathy. In general, the rules govern everyone equally, respect differences, and withstand the spirit of sport. Some of the volleyball rules are discussed below.

5.1.1. Interruption

Different sporting games have different game dynamism. Volleyball games are very passionate and sometimes there are breath-taking moments. Of course, such interruptions affect emotion and tempo of the game. An interruption in volleyball is stated as follows. An interruption is a time between one completed rally and the 1st referee's whistle for the next service. The only regular game interruptions are time-outs and substitutions.

5.1.1.1. Time out

Unlike football, volleyball permits time out. Timeout is usually requested by a team to stop the game for a short time. It helps to change the momentum of the game or to share information or to give technical advice for the team. Timeout rules are the following:

- ◆ a team can request only two time-outs per set;
- ◆ the amount of time given for time out is 30 seconds only;
- ◆ it is requested when the ball is out of play;
- ◆ to request a time out, the referee should make a hand signal making a "T" shape and,
- ◆ the coach or team captain is responsible to request time-out.

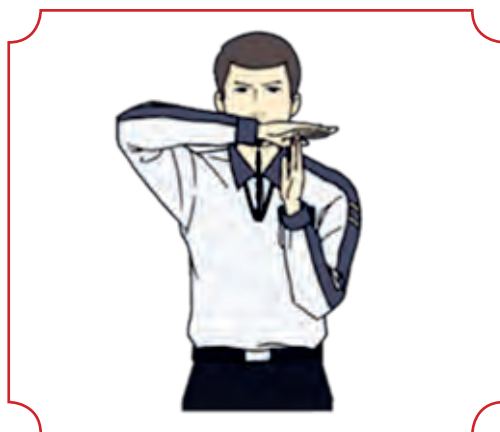


Figure 5. 1 Volleyball time out referee signal

Note: There might be a special time out that is requested if a player is injured and it is not counted as one of the two timeouts.

Here are some reasons to request timeout:

- ◆ to change the momentum of the game;
- ◆ to check the rotation order if it is in its right order;
- ◆ for technical advice or information and
- ◆ if there is an injured player.

5.1.1.2. Substitution

Activity 5.2

Watch football and volleyball games and discuss on the following questions.

1. How many players does a team substitutes per set?
2. What significant difference you observed between volleyball and football substitution?

You are friendly with the term substitution in team games. It means to call off the court and a new goes on. Substitution is the act by which a player, other than the Libero or his/ her replacement player, enters the game to occupy the position of another player, who must leave the court at that moment. The substitution rules are the following:

- ◆ A team can only substitute six players per set.
- ◆ A player in the starting line-up may only be replaced once per set.
- ◆ A player in the starting line-up must re-enter in his/ her original position.

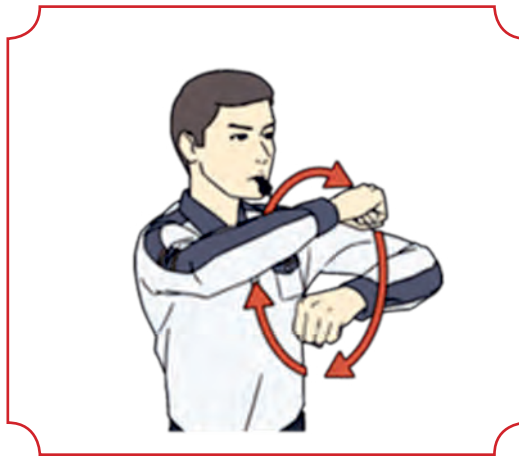


Figure 5. 2 Referee hand signal for substitution

5.1.2. Delays

Activity 5.3

Take a moment and think about game delays. Write your response on a piece of paper and then read to your classmates.

1. What will be the result of frequent game delays in volleyball?
2. Customize some of the rules of volleyball for 3 to 3 game.

Sporting games have something in common such as sanctions when game rules are violated. In a very simple way, a game delay is a deliberate act of player/s in the court or team members to interrupt the game which is not encouraged in sporting games. Like football, repeated game delays in volleyball result in sanctions.

An improper action of a team that defers resumption of the game is a delay and it includes the following.

- ◆ delaying regular game interruptions;
- ◆ prolonging interruptions, after having been instructed to resume the game;
- ◆ requesting an illegal substitution;
- ◆ repeating an improper request and
- ◆ delaying the game by a team member.



Figure 5. 3 Referee hand signal for delay

5.1.3. Intervals

At the beginning of game players' registration and court selection takes place. But at the end of every set, teams change courts except the deciding set. Court changing and line up registration need a time gap and it is referred to as interval. An interval is a time between sets and all intervals last three minutes.

5.1.4. Libero player

A player that makes volleyball team has a different nature is **Libero player**. Libero is a special player who is selected as a defensive player. There are rules that are applicable for libero player and they include:

- ◆ libero wears a different colored jersey that contrasts with the team;
- ◆ libero is allowed to replace any player in a back-row position;
- ◆ libero is free to come in and out of the game an unlimited amount of times without using a team substitution and
- ◆ he/she may not serve, block or attempt to block.

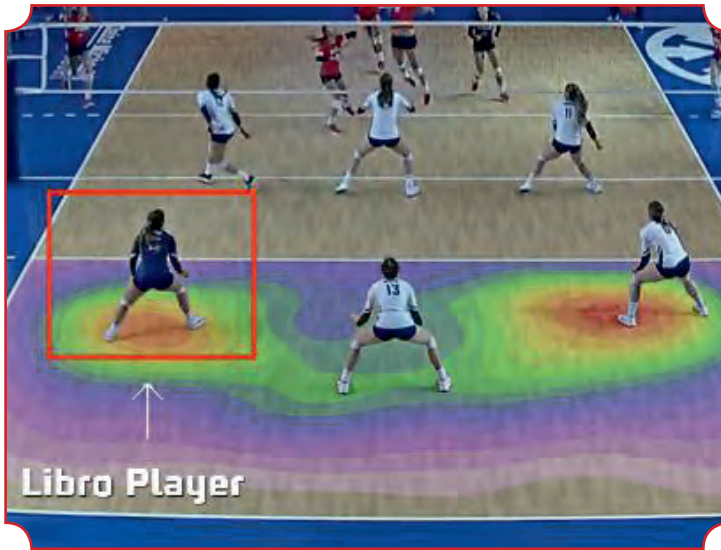


Figure 5. 4 The arrow shows libero player

5.1.5. Fair-play

Activity 5.4

Exchange an idea a group of four on the following questions.

1. What comes to your mind when you heard the phrase “fair play”?
2. How can you relate fair play with daily life?

In Ethiopian culture respecting the elders, good neighborhood, valuing cultural diversity, religious equity, etc. are social norms and unwritten rules which you are doing in your daily life. In sporting events also especially in team games, due to the contact nature of the sport, there might be a crash between players of the same team or with an opponent team which results in falling on the ground, injury, etc. In such cases most players show a sense of empathy which is the value of fair play.

The concept of fair play contains several fundamental values such as fair competition, respect, friendship, team spirit, equality, and sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence, and joy. These are the building blocks of fair play that can be experienced and learned both on and off the field.

The official volleyball rule set out by the International Volleyball Federation discretely stated fair play under section Requirements of Conduct as “Participants must behave respectfully and courteously in the spirit of FAIR PLAY, not only towards the referees, but also towards other officials, the opponent, team-mates, and spectators. Communication between team members during the match is permitted.”

Exercise 5.1

1. List and explain at list three rules of volleyball.
2. Which of the following is considered as a regular game interruption?
A. Delay B. Time out C. Fair play
3. Which rule of volleyball doesn't count libero player?
A. Substitution B. Delay C. Time out
4. How many times does a team request time out in a set?

5.2 Blocking skills of volleyball

Learning competency

At the end of this lesson, you will be able to:

- ◆ apply basic rules of volleyball while playing small-sided games;
- ◆ describe the types of blocking skills in volleyball;
- ◆ perform advanced volleyball blocking skills;
- ◆ apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone;
- ◆ demonstrate respectful communication skills;
- ◆ apply cooperative participation in activities;
- ◆ demonstrate responsibility for various roles while participating in games and.
- ◆ accept ideas from others.

Volleyball is a very common sport in the school area. As you are young some of you might have a chance of playing volleyball recreationally or competitively in school, woreda or project level. This lesson will help you develop your volleyball skill and knowledge. Some of you may be new to advanced volleyball skills like blocking. Hence, this lesson provides a chance to practice it well.

In volleyball one of the defensive mechanisms is blocking. Exact blocking will help to score points. So, every player should practice it. Blocking is performed by players at the front line or near to the net.

There are three types of blocking with regard to the individuals participating in the action of blocking. It is categorized as **single block, double block, and triple block**. The concept behind each type of block is the same.

Each blocker needs to know the following:

1. stay close to the net and keep hands at shoulder level with palms facing the net;
2. follow the hitter movement and keep eyes on them;
3. wait for the opponent to jump first and jump immediately after the attacker jumps;
4. while ball is in the air, reach and stretch your hands over the net;
5. angle your hands and
6. look for the ball.

5.2.1 Single block**Activity 5.5 (Practical exercise)**

In your practical class or at home practice this exercise.

1. Focus on some point a bit above your height on the wall and try to jump and touch it.
2. Be in a basic stance position, jump up and touch your target with out swinging arms.

Single block is the block done by one player. The player should make eye on setter and hitter movement. To make an effective blocking, staying in a positioning (balanced position), timing and movement are fundamental. Single blocking is the least effective type of blocking but it helps the back row players to make good pass.



Figure 5. 5 Single block

5.2.2. Double block**Activity 5.6 (Practical exercise)**

The following is a practical activity that you are expected to practice in school or at home.

Two blockers focus attention on the opposition's hitter to deflect an attacked ball at the net. Whoever the player is closest to being in front of the attacker becomes the primary blocker. The teammate next to them needs to come in and assist by lining up as closely as possible to create a wall.

Key point in blocking

- ◆ Jump and reach the net.
- ◆ Defensive position: this will allow taking quick action of blocking. Your body position should be as follows: knees bent, hands up, and eyes on the ball.
- ◆ Proper hands position: this includes hands up, wrists rigid and all the five fingers wide spread out.
- ◆ Proper arm position: arms should be straightened, but not pointing straight up. You should bring the arms as far to the other side as possible.



Figure 5. 6 Double block

5.2.3. Triple block

Activity 5.7

Form two teams each are having three members and practice triple blocking skill with and without a ball in school or outside of school.

With more hands available to deflect the ball and deter the play, triple blocking is the most effective type of blocking. All three front row players jump in unison to create this triple block. This becomes the goal when you are facing a dominant hitter that you need to shut down. If you can mount a solid wall, the hitter will be forced to play around or over it which will give your back rows a much easier ball to defend.



Figure 5. 7 Triple block

Activity 5.8 (Practical exercise)

In your practical class practice single, double and triple block. Form two teams each having 4 team members. Facing each other across the net, that is in a position of hitter and blocker.

On the other hand, technically, blocking can also be categorized in to two blocking line or blocking cross-court, and swing block.

5.2.4. Blocking line

Blocking line is a technical way of blocking. It refers to the court area to be covered by players. There are two primary areas on the court that you as an outside blocker need to focus on covering-blocking the line.

When blocking a ball, if the hitter looks like to hit down the line or try and wipe that ball off your arms or hands an outside blocker needs to adjust arm and hand positions above the net so that the ball will be deflected back into the court.

5.2.5. Swing block

Swing blocking takes better body control than a standard block and the term swing blocking covers multiple ideas:

Swing blocking is a modified jumping technique that uses forward stepping across the horizontal space of the net, planting your inside foot, a twisting step, combined with a swinging arm motion to generate more thrust upwards and a lunging arm motion that penetrates over the net toward the ball.

- ◆ Swing blocking also describes how the middle is moving to either side to assist the outside blocker. The idea is that they swing to whichever side needs help on that particular play, usually using the movement described above.



Figure 5. 8 Steps of Swing block

Exercise 5.2

Answer the following questions.

1. Which one of the following is a defensive skill of volleyball?
A. Spike B. Blocking C. Dig pass D. Volley pass
2. Effective blocking requires _____.
A. Proper hand position, good jump and flexibility.
B. Good jump, agility and proper hand position.
C. Rigid wrist, proper hand position and good jump.
D. Proper hand position, rigid wrist and power.
3. Explain the basic stance position of blocking?

5.2.6. Mini volleyball game

As usual mini volleyball game is provided to you. Practice blocking skills of volleyball and apply the rules of volleyball game. The actual rule of the game does not work for small sided game. Thus, adopt the rule for your game and apply.

Activity 5.9 (Practical exercise)

In your practical session form teams to play volleyball game in small side playing court, share roles as player, coach, team captain and referee and customize rules for your game.

This is a practical activity that you can practice at school or home area.

1. Prepare 4m x 4m playing area, ball and two teams having two members each (2 to 2) practice mainly volleyball blocking skills through game.
2. Prepare 6m x 6m playing area, ball and two teams having three members each (3 to 3) practice mainly volleyball blocking skills through game.

Unit review

Check list competencies given below are expected to be achieved in this unit by students. Students are required to respond by saying “Yes” or “No”. Put a tick (✓) mark under “Yes” column if you are able to perform the competency or put a tick (✓) mark under “No” column if you are unable to perform the competency. This would help to evaluate yourself and you can revise the parts of topics for which the competencies are not met.

No	Can I	YES	NO
1	Explain rules of volleyball.		
2	Customize some rules of volleyball for modified volleyball game.		
3	Apply basic rules of volleyball while playing small-sided games.		
4	Describe the types of blocking in volleyball.		
5	Perform advanced volleyball blocking skills.		
6	Apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone.		
7	Demonstrate respectful communication skills.		
8	Apply cooperative participation in activities.		
9	Demonstrate responsibility for various roles while participating in games and accept ideas from others.		

Unit summary

- ◆ Volleyball is a type of team game that is practiced by in door, outdoor or by abled and disabled people.
- ◆ The International Volleyball Federation is the responsible body to set out official volleyball rule.
- ◆ Interruptions during the regular game are time out and substitutions.
- ◆ Frequent and deliberate game delay result in sanction.
- ◆ Fair-play is important in sport and in life.
- ◆ Blocking is a skill that all players need to practice.
- ◆ There are three types of blocking regarding individual performing it and two type of technical blocking referring to cover the playing court.

Review exercise

I. Write “true” for the correct statements and “false” for the wrong statements and justify why you say true or false.

1. Is volleyball game played by all individuals?
2. Is blocking a fundamental skill of volleyball?

II. Choice the best answer from the given alternatives.

1. How many times can a team request of time out per set?
A. 1 B. 4 C. 6 D. 2
2. _____ is a time between sets in volleyball game.
A. Time out B. Interval C. Delay D. Substitution
1. Which of the following blocking type can be performed in group?
A. Single blocking B. Swing blocking
C. Triple blocking D. Cross-line blocking

III. Give short answer for each of the following question.

1. What is the difference between blocking line and swing blocking?

UNIT SIX

BASKETBALL



Introduction

As you remember, in the previous grades you learned various ball game skills. From those basketball skills is the one. Basketball is high energy demanding game that will also help to develop endurance, improve balance and coordination-. It is also skill related fitness. It is best in creating opportunity to have fun with friends and increase social interaction. Basketball played indoor or outdoor, and anyone can play it. To score points in basketball the ball should pass through the elevated hoop (basket).

Unit learning outcome

At the end of this unit, you will be able to:

- ◆ understand the basic rules of basketball;
- ◆ appreciate advanced skills of basketball games;
- ◆ develop skills of basketball through movement and,
- ◆ adapt positive personal and social behaviors and interpersonal relationship.

MAIN CONTENTS

- 6.1 Some basic rules of basketball
- 6.2 Extended arm lay-up shoot
- 6. 3. Mini basketball game

Key words

Basketball, Team, Players, Captain, Lay-up shoot, Head coach, and Extended arm shoot

Start-up activity

In grade 9 basketball session, historical perspectives, some rules and advanced skills of basketball were discussed. Based on your previous knowledge of basketball discuss on the following points.

1. Describe the brief history of basketball.
2. List equipment required for basketball.
3. Explain some rules of basketball that you know.

6.1 Basic rules of basketball

Learning competency

At the end of this lesson, you will be able to:

- ◆ identify the basic rules of basketball and,
- ◆ explain the benefit of rules in basketball game.

Activity 6.1

Be in pair and discuss the following points.

1. Discuss the rules of basketball.
2. Explain the benefits of basketball rules.
3. Look at different basketball team pictures and discuss in pair how the team's uniform/ jersey is designed?

Benefits of rules

Knowing and respecting rules is important not only in basketball games but also in life.

Respecting rules helps you to reduce the risk of injury, and respect the spirit of sport. Basketball has frequent contact with ball and opponent players. That might lead you to commit fouls. If you commit more fouls you will miss the game. This will harm your team and reduce your motivation for a game. The following are some techniques of basketball.

6.1.1 Rules of teams

Basketball is an invasion type of game; a team must invade the opponent team's court in order to score points. Plainly the term team means a group of people who play a particular sport or game together against other similar groups of people.

The official basketball rule specifically state team members as follows:

- ◆ A team member is eligible to play when he/she has been authorized to play for a team according to the regulations, including regulations governing age limits, of the organizing body of the competition.

During playing time:

- ◆ A team shall consist of no more than 12 team members entitled to play, including a captain, head coach, and a maximum of 8 accompanying delegation members, including a maximum of 2 assistant coaches
- ◆ When he/she is on the playing court a player is entitled to play.
- ◆ A substitute do not play when s/he is not on the playing court but he is entitled to play when s/he is in the playing court.
- ◆ When an excluded player committed 5 fouls s/he is no longer is entitled to play.

6.1.2 Team uniform /jersey/

As basketball game is played between two opponent teams each team should have contrasting color uniform. To this end team uniform is important to:

- ◆ easily identify who is who in the team;
- ◆ show equality;
- ◆ develop a sense of unity and belongingness and
- ◆ pride

The specific requirement stated on the official basketball rule regarding uniform is presented as follows.

- ◆ Shirts and shorts need to be of the same dominant color in front and at the back;
- ◆ If shirts have sleeves they must end above the elbow;
- ◆ The shorts must end above the knee;
- ◆ Socks should be of the same dominant color for all team members. They need to be visible;
- ◆ Each team member shall wear a shirt numbered on the front and back with plain numbers, of a color contrasting with the color of the shirt. The numbers shall be clearly visible;
- ◆ Teams may only use numbers 0 and 00 and from 1 to 99 and
- ◆ Teams must have a minimum of 2 sets of shirts for home and visiting games.



Figure 6. 1 Player with full set uniform (blue dominant-white accessories)

6.1.3 Rules of players

The basketball team is formed by group of individual players each having role and responsibility in the team. Due to the contact nature of the game players commit foul. Thus there is a rule that is applicable on a player.

- ◆ A player shall not hold, block, push, charge, trip or impede the progress of an opponent by extending his hand, arm, elbow, shoulder, hip, leg, knee or foot, nor by bending his body into an 'abnormal' position (outside his cylinder), nor shall he indulge in any rough or violent play.
- ◆ Players cannot kick the ball or hit with their fist.
- ◆ No player can touch the basketball while it is traveling downward towards the basket or if it is on the rim.

6.1.4 Rules of captain

Activity 6.2

Take some moment to think about your group activity and discuss on the following points individually then in pair.

1. Did you have any criteria to select a group leader? Were the group members satisfied by the activities of the group leader? If not, what was the group action to correct it?
2. What is the role of a captain in basketball game?

There are situations in which all the team member can't communicate with the referee, media or head coach at the same time. In such cases captain represents the team and discuss on issues. Each team has its own captain selection criteria; however, the role of the captain is similar. The official basketball rule states the power and duty of a captain as follows:

- ◆ captain (CAP) is a player designated by head coach to represent the team on the playing court. He/ She may communicate in a courteous manner with the referees during the game to obtain information only when the ball is dead and the game clock is stopped;
- ◆ the captain shall inform the crew chief no later than 15 minutes following the end of the game if his team is protesting against the result of the game and sign the score sheet in the 'Captain's signature in case of protest' column and
- ◆ the captain shall act as player coach if there is no head coach or if the head coach is unable to continue and if there is no first assistant coach.



Figure 6. 2 Captain with head coach

6.1.5 Rules of head coach

Coaching staff is a collection of different professionals, such as nutritionist, physician, assistant coach, etc. who share duties and responsibilities for the development and success of the team directed by the head coach. They are responsible for the overall activity of the team in the playing court. Some of the responsibilities and powers of a head coach during game time is stated below:

- ◆ confirm his/her agreement with the names and corresponding numbers of the team members;
- ◆ indicate the 5 players to begin the game;
- ◆ communicate with the referees during the game to obtain information only when the ball is dead and the game clock is stopped;
- ◆ inform a referee, if the captain leaves the playing court, the player who shall act as captain on the playing court and
- ◆ designate the free-throw shooter of the team in all cases where the free-throw shooter is not determined by the rules.



Figure 6. 3 Head coach with captain

6.1.6 Playing regulation

As you know there are rules for every game/play. While you are playing recreational games you set out rules for that specific game/play. There are several playing regulations in basketball some of which you are going to learn here after.

A. Beginning and end of a quarter of the game

- ◆ The first quarter begins when the ball leaves the hand(s) of the crew chief on the toss for the jump ball in the centre circle.
- ◆ All other quarters or overtimes begin when the ball is at the disposal of the player taking the throw-in.

- ◆ A quarter, overtime or game shall end when the game clock signal sounds for the end of the quarter or overtime. When the backboard is equipped with red lighting around its perimeter, the lighting takes precedence over the game clock signal sound.

B. How the ball is played

- ◆ During the game, the ball is played with the hand(s) only and may be passed, thrown, tapped, rolled or dribbled in any direction, subject to the restrictions of these rules.
- ◆ A player shall not run with the ball, deliberately kick or block it with any part of the leg or strike it with the fist.

6.1.7 Goal

- ◆ A goal is made when a live ball enters the basket from above and remains within or passes through the basket entirely.
- ◆ The ball is considered to be within the basket when the slightest part of the ball is within the basket and below the level of the ring.

6.1.8 Throw-in

- ◆ A throw-in occurs when the ball is passed into playing court by the out-bound player taking the throw-in.

6.1.9 Time-out

- ◆ A time-out is an interruption of the game requested by the head coach or first assistant coach.
- ◆ Each time-out shall last 1 minute.
- ◆ Each team may be granted: 2 time-outs during the first half, 3 time-outs during the second half with a maximum of 2 of these time-outs when the game clock shows 2:00 minutes or less in the fourth quarter and 1 time-out during each over-time.

6.1.10 Substitution

- ◆ A substitution is an interruption of the game requested by the substitute to become a player.
- ◆ There is no limit to the number of substitutions a team can make during a game.

Exercise 6.1

Answer the following questions by saying true if the statement is correct or false, if the statement is incorrect. Justify your answer.

1. In basketball game a team is not allowed to use all in one jersey.
2. If a head- coach is unable to continue the game and there is no assistant coach the captain can act as player coach.

Get in to groups of four and discuss on the following questions.

3. How do football, volleyball, and basketball games begin? Is there any difference among them? If so explain it?
4. What is the difference between time out rule in basketball and volleyball?

6.2 Lay-up shooting skills of basketball

Learning competency

At the end of this lesson, you will be able to:

- ◆ customize the rules of basketball for modified games;
- ◆ apply the basic rules of basketball while playing small sided games;
- ◆ perform advanced basketball shooting skills;
- ◆ apply cooperative participation in activities;
- ◆ apply critical thinking and problem-solving skills in a modified games that involve everyone;
- ◆ demonstrate respectful communication skills;
- ◆ apply cooperative participation in activities and,
- ◆ show leadership skills for teamwork while participating in small sided games.

In your grade 9 basketball session you learned lay-up shoot. In this grade you are going to learn extended arm lay-up shoot. Thus, it is important to remind you what you learned and practiced there.

Activity 6.3

In group discuss and write the steps of under arm lay-up shoot.

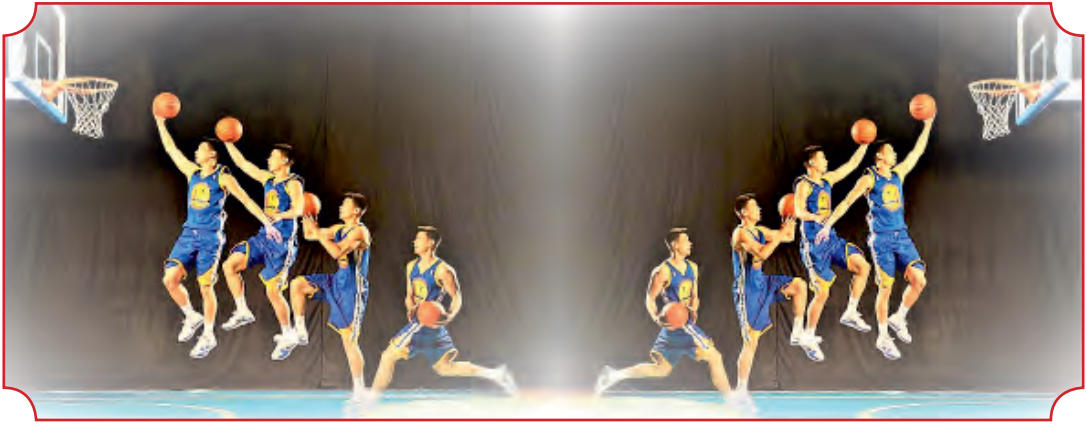


Figure 6. 4 Steps of right and left hand lay-up

Activity 6.4 (Practical exercise)

1. In group prepare a check list that you can check the correct lay-up shoot skill. Carefully observe right and left hand lay-up shoot of your friends and give feedback at the end of 4 trials.
 2. Practice the next activity at school or around your village to develop your forward step to lay-up shoot.
- ◆ Land your foot in the block (left foot on the left hand side, right foot on the right hand side). The foot that lands in the block is the one closest to the baseline, and you should shoot with the hand of the same side (that is left foot in the block, left hand shot);
 - ◆ Pick the ball up just before the foot lands in the block (that is when your feet are still in the air);
 - ◆ Take one more step, jump and shoot.

6.3 Extended arm lay-up shoot

Extended arm shoot is another type of lay-up shoot. All the steps of extended arm lay-up are similar with under arm lay-up. The only difference is the ball releasing. Here, you release the ball after extending your arm fully.

The steps to be followed to perform extended arm lay-up shoot are:

Step 1: Catch the ball landing with your foot.



Figure 6.5 Basic foot position

Step 2: Step forward with your right foot



Figure 6.6 Step forward

Step 3: Jump off with your left foot.



Figure 6.7 Jump off

Step 4: Drive forward with your right knee.



Figure 6.8 Full arm extension

Step 5: Simultaneously, bring the ball up with your preferred hand.



Figure 6.9 Hand and leg coordination

Step 6: Lay it up softly.



Figure 6.10 Lay the ball

Activity 6.5 (practical exercise)

Practice right and left hand extended arm lay-up individually.

6.4 Mini basketball games

Remember that mini or modified games are important to:

- ◆ make you familiar with the rules of the game,
- ◆ apply all the different types of basketball skills in game situation and,
- ◆ develop leadership and positive interpersonal skills.

Activity 6.6 (Practical exercise)

Form a group and perform the following activities through modified basketball game in a half court (3 to 3).

1. Set out some basic rules for your modified game.
2. Share role as a player, captain, coach and referee.
3. At the end of the game evaluate your team activity and provide feedback.

Unit review

Check list competencies given below are expected to be achieved in this unit by students. Students are required to respond by saying “Yes” or “No”. Put a tick (✓) mark under “Yes” column if you are able to perform the competency or put a tick (✓) mark under “No” column if you are unable to perform the competency. This would help to evaluate yourself and you can revise the parts of topics for which the competencies are not met.

No	Can I	YES	NO
1	List at least three benefits of rules of basketball in a game.		
2	Identify the basic rules of basketball.		
3	Apply the basic rules of basketball while playing small-sided games.		
4	Perform three advanced basketball shooting skills.		
5	Apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone.		
6	Identify and demonstrate respectful communication skills appropriate to cooperative participation in activities.		
7	Select and demonstrate responsibility for various roles while participating in games.		

Unit Summary

- ◆ Basketball is game played between two teams each having 5 players in the playing court.
- ◆ A player shall not hold, block, push, charge, trip or impede the progress of an opponent by extending his hand, arm, elbow, shoulder, hip, leg, knee or foot, nor by bending his body into an 'abnormal' position (outside his cylinder), nor shall he indulge in any rough or violent play.
- ◆ In basketball the first quarter begins when the ball leaves the hand(s) of the crew chief on the toss for the jump ball in the centre circle.
- ◆ Basketball is played with the hand(s) only and may be passed, thrown, tapped, rolled or dribbled in any direction, subject to the restrictions of these rules.
- ◆ Each team may be granted 2 time-outs during the first half, and 3 time-outs during the second half and each time-out shall last 1 minute.
- ◆ There is no limit to the number of substitutions a team can make during a game.
- ◆ Extended arm lay-up shoot have similar step with under arm lay-up but differ in ball releasing.

Review exercise on unit six

I. Choose the best answer from the given alternatives.

1. How many players' basketball team consist including captain?
A. 12 B. 6 C. 8 D. 5
2. Which of the following is not the rule of basketball?
A. Substitution B. Timeout C. Libero D. Throw in
3. A team may request _____ time outs in the first quarter.
A. 2 B. 3 C. 1 D. 4
4. Uniform in a team is not important to _____.
A. Show equality C. Develop a sense of unity
B. Quarrel with each other D. All
5. The maximum number of substitution in basketball is _____.
A. 5 B. 3 C. Not limited D. None

II. Give short answers for the following question.

6. Explain the difference between under arm and extended arm lay-up shoot.

UNIT SEVEN

HANDBALL



Introduction

In your last year handball lessons, you learnt about the history and development of handball game. You also learnt about the basic skills of playing the game. In this unit, you will learn about basic rules of the handball game, advanced skills of court playing and goalkeeping.

Unit learning outcome

At the end of this unit, you will be able to:

- ◆ understand the benefit rules of handball in a game;
- ◆ identify the basic rules of handball;
- ◆ perform three advanced handball goal keeping skills;
- ◆ apply the basic rules of handball while playing small sided games;
- ◆ apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone;
- ◆ demonstrate respectful communication skills appropriate to cooperative participation in activities and,
- ◆ select and demonstrate responsibility for various roles while participating in games; and, accept ideas from others.

MAIN CONTENTS

7.1. General rules of handball

7.2 Goalkeeping

7.3. Advanced skills of handball

Key words

Handball, Rule, Goalkeeper, Scoring, Throw-in, Defense, and Attack

7.1. General rules of handball

Learning competency

At the end of this lesson, you will be able to:

- ◆ identify the basic rules of handball;
- ◆ use hands, legs and torso for goal saves;
- ◆ catch, deflected and knock down shots and,
- ◆ respect the rules of handball

Start-up activity

Do you remember some of the handball rules that you learnt in last year physical education class? If so:

1. What is the length and width of a handball goal post?
2. How about the goal area size?

Rules provide an agreement of understanding in competition. In sports, rules define what is allowed or not allowed to occur during situations on and off the court governing anything from wearing proper uniforms to keeping score during games of different levels of competition. The rules of a game apply to players, coaches and officials, and vary among different sports and age groups. Sports' rules help prevent injuries during practice and in games. Rules govern things such as access to working safety gear, including helmets, padding and mouth guards. There are many basic rules in the game of handball. In this unit, we will focus on rules concerning the goalkeeper, the scoring and the throw-in.

7.1.1. The goalkeeper:

- ◆ Goalkeepers can touch the ball with any part of the body while they are in the act of defending inside the goal area.

- ◆ Goalkeepers may exit the goal area without possession of the ball, but then the goalkeeper becomes subject to the rules that apply to players in the playing area. When the goalkeeper wants to re-enter the goal area he may not be in possession of the ball. When goalkeepers come out of the goal area they may never go past half court.
- ◆ Goalkeepers may move around in the goal area without any restrictions, except for a 5-second count to release the ball.
- ◆ A goal throw is taken by the goalkeeper from the goal area out over the 6-meter line. Once the ball is put back into play, he or she may not receive the ball again until the defense has gained possession.
- ◆ The captain will notify the officials when their team pulls the goalkeeper or puts the goalkeeper back into the game.
- ◆ Goalkeeper substitutions must be notified to the official and done on time.



Figure 7. 1 Goalkeeper

7.1.2. Scoring:

- ◆ A goal is scored when the entire ball has completely crossed the goal line (see diagram 4), provided that no violation of the rules has been committed by the thrower, a teammate or a team official before or during the throw. The goal-line referee confirms with two short whistle signals and hand signal that a goal has been scored.
- ◆ A goal shall be awarded if there is a violation of the rules by a defender but the ball still goes into the goal.
- ◆ A goal shall be awarded to the opponents if a player plays the ball into his own goal, except in the situation where a goalkeeper is executing a goalkeeper throw.
- ◆ A goal shall be awarded if the ball is prevented from going into the goal by someone or something not participating in the game (spectators, etc.), and the referees are convinced that the ball would otherwise have entered the goal.
- ◆ A goal that has been awarded can no longer be disallowed, once the referee has blown the whistle for the subsequent throw-off to be taken. The referees must make clear (without a throw-off) that they have awarded a goal if the signal for the end of a half sounds immediately after a goal is scored and before a throw-off can be taken.

- ◆ A goal should enter on the score-board as soon as it has been awarded by the referees.
- ◆ The team that has scored more goals than the opponents is the winner. The game is tied if both teams have scored the same number of goals or no goals at all.



Figure 7.2 Goal scoring

7.1.3. The throw-in

- ◆ A throw-in is awarded when the ball has completely crossed the sideline or when a court player on the defending team was the last one to touch the ball before it crossed his team's outer goal line.
- ◆ The throw-in is taken without a whistle signal from the referees, by the opponents of the team whose player last touched the ball before it crossed the line.
- ◆ The throw-in is taken from the spot where the ball has crossed the side-line, but at least 1 meter from the point where the goal area line and the side-line intersect if the ball has crossed the outer goal line or side-line within the goal area. The thrower must stand with a foot on the side-line until the ball has left his hand.
- ◆ The player is not allowed to put the ball down and then pick it up himself, or to bounce the ball and then catch it again.
- ◆ The defending players must be at least 1 meter away from the executing player during a throw-in.



Figure 7.3 steps of over arm throw-in

7.2. Goalkeeping:

Learning competency

At the end of this lesson, you will be able to:

- ◆ practice goalkeeping techniques and,
- ◆ apply mental and physical qualities that handball game requires.

Activity 7.5

1. Do you love to play handball as a goalkeeper?
2. To be a goalkeeper in a handball game, what mental and physical qualities are required?

A goalkeeper greatly influences the game and the final result. Playing as a goalkeeper requires a lot of physical and mental effort.

The basic posture and position of a goalkeeper within the defensive phase of a game are the most important skills of the goalkeeper. The position can change according to the physical characteristics of a student (short, tall, robust, etc.). During the defensive phase of the game, goalkeepers need to remember the following rules:

- ◆ maintain good defensive posture with upraised hands;
- ◆ stand in front of the goal line;
- ◆ position between the goal and the shooting attacker and,
- ◆ time the action correctly (young players often perform actions before the ball arrives).

If you are interested to be a goalkeeper you must be very fit, bold and self-controlled. Your actions are not only limited to defending the goal. You as a goalkeeper also take part in a game, when you spark the fast attacks, co-operate with defense and prevent the opposing team's fast attacks.

As a goalkeeper, your posture should enable you for instant movement. Here are some tips that can help you to take the right stance and posture:

Activity 7.6 (Practical exercise)

Practice basic stance of the goalkeeper:

- ◆ stand with feet apart from your center approximately not less than 30 cm and your knees slightly bent. This posture enables you to move rapidly one-footed side wards (or obliquely front) to get a lower ball;
- ◆ place your bodyweight equally on both feet (instep) with the body slightly bent forwards, head up, eyes kept on the ball;

- ◆ arms bent at the elbow-joints, palms at the chest or head level, elbows sideways. This arm position allows you to intercept the ball at various heights as, in that position, the hands have the shortest distance to the ball in any direction.



Figure 7. 4 Goalkeeper stance position

General and special physical conditioning is the base on which technical skills can be taught. Any technical element can be taught employing various exercises. Here are some of the exercises that can develop your defending ability with your legs and hands.

7.2.1. Defending with legs and hands

Activity 7.7

A. (Practical exercise)

Individually perform the following activities for defensive purpose as a goal keeper:

- ◆ One leg skipping and swinging another leg in different directions (and vice versa);
- ◆ Sideward and backward leg swings at the wall bars;
- ◆ Two feet skipping, jump-up, legs astride;
- ◆ From supported squatting, position legs kick sideways;
- ◆ Slow run, fast bending to the left and right legs on a signal. Supine position and trunk twist in and
- ◆ Slow two feet jumps, on signal, assuming half splits.

Activity 7.7

A. (Practical exercise)

Individually perform the following activities for defensive purpose as a goal keeper:

- ◆ One foot skipping and turning left and right. On signal assuming half splits to the right or left;
- ◆ From sitting position, on signal changing to kneeling and then to half splits right or left;
- ◆ From sitting position, on signal changing to standing position, then three jump ups with legs astride sideways;

- ◆ In the goal, touching the upper goal corner (right), and left leg half splits towards the left goalpost; and
- ◆ From lying position on the goal line, changing quickly to standing position, touching the upper left goal corner, then the right and back to the initial position.

7.2.2. Passing to initiate fast attack

A successful start of the fast attack depends on the goalkeeper's fast throw. Your correct decision and a precise pass of the ball are vital elements for a successful fast attack. Here are some drills that can help you improve to develop a fast attack.

Activity 7.8

a) (Practical exercise)

Individually perform the following activities to improve fast break passes as a goal keeper:

- ◆ Passing the ball into particular areas of the court. Perform 10 passes beyond the court center line trying to hit the marked circle;
- ◆ As in 1, but this time you pass the ball to the players who are arranged beyond the center line;
- ◆ Stand at the goalpost where there is a ball on the ground, on signal, you run to the opposite goalpost, run back, pick up the ball and pass it to the approaching wing player.

Activity 7.8 b) (Practical exercise)

Individually perform the following activities to improve fast break passes as a goal keeper:

- ◆ The partner who is in front of the goal area executes a shot into the goal. You, after defending, run to the ball which is on the ground at the goal area line, pick it up and pass to the approaching player;
- ◆ Precisely pass the ball just beyond the center line;
- ◆ Two wing players and a defender should be on standby. Try these to intercept the passed ball. You, depending on the situation, pass the ball either to the left or to the right.

7.2.3. Speed of reaction

Reflex is mainly conditioned by genetic material, but it is possible to improve it by training and performing proper exercises. Practicing the following exercises will help you improve your speed of reflex.

7.2.3.1. Fast throw off and come back to the action

In this part of the game, goalkeeper's skills are the most important **one**. If he can pass the ball quickly, flatwise and precisely to the player who is ready to start the action, then it can be successful.

Passing the ball by a lob (long and slow throw) allows the players from the opposite team to go back to their positions and be ready to defend. In case a goalkeeper permanently cannot pass the ball precisely then the best solution is to avoid these tactics. It brings too many disadvantages for the player to continue using these tactics. Failed action brings confusion and the players lose a lot of energy running back to counterattack.

We cannot take their willingness to run and play. The conclusion is that the lack of this kind of skill makes the coach resign from this very important tactic.

Practicing passing the ball to fast throw-off

The players behind the ball are shooting one by one. The goalkeeper is not saving but just catching the ball and passing it to his partner

7.2.3.2. Support for the defenders

When group-mates are on the other part of the field, the goalkeeper moves out of the goal area and try to do his best outside the goal area. He is trying to help his team in the situation of losing the ball by making it impossible for the opponents to do the counterattack.

He can make it difficult or impossible

- ◆ to pass the ball,
- ◆ take over the ball and,
- ◆ take over and make a counterattack.

7.2.3.3. Support for attacking teammates

In the situation when the teammate has no one to pass the ball the goalkeeper should leave the area goal line and make it possible for him to pass the ball and continue the game.

Moving out of the goal area to get the ball

Of course, in case it is necessary and a piece of teaching advice doing that, a goalkeeper can leave the goal area and take a part in the attack. Right then he is playing as a line player supporting the team as an additional player. In beach handball, a goalkeeper very often moves out of the goal area taking part in a game as a regular player. If he scores a goal it is a double point for his team.

Activity 7.9

a) (Practical exercise)

Being in a group of 3-4 practice the following activities:

- ◆ You face the wall, and in front of it your partner stands behind you and throws the ball in such a way that it rebounds at different levels. You try to stop it with your legs or hands.
- ◆ As in 1, but a student stands with your back to the wall, as soon as a throw has been executed, then you turn round to face the wall and try to stop the ball;
- ◆ You as a goalkeeper stand in your goal with your back to the court. On signal, throw the ball towards the goal. On hearing the signal, immediately turn around and try to stop the ball;
- ◆ Students, forming small groups, one of you will act as a goalkeeper, and the goalkeeper's position is the same as in the previous exercise. Three students stand in different positions in front of the goal area. Each of them has a ball. On signal, the student goalkeeper turns round, and one of the players executes a shot towards the goal;
- ◆ You as a goalkeeper bounce the ball hard at the wall. After performing a 360° turn you try to catch or hit it.

Activity 7.9

b) Practical exercise)

- ◆ Work in pairs, one of you as a goalkeeper stand with your back to the wall. And your partner bounces the ball higher or lower. After each throw, you will turn turns around and try to stop the ball with your hands or legs.
- ◆ Students, group you in a small group consisting of 4-5. You will act as a goalkeeper. You will stand behind 2 or 3 partners who are standing close to each other. One partner stands on the other side of the classmates and throws the balls around to partners. You will try to catch or hit the balls. You cannot see the thrower partner, so you do not know from which side the throw will be executed;
- ◆ Four students acting as goalkeepers stand in a square-like shape. Each of them holds a ball at the hip level. On signal they simultaneously drop the balls and change their positions, e.g. to the right, trying to catch the ball dropped by a fellow. The same exercises can be performed in another way with the student goalkeepers, after dropping the balls, perform splits and attempt to put the fellow's ball down.

7.3. Advanced skills of handball

Learning competency

At the end of this lesson, you will be able to:

- ◆ practice defensive tactics to deter the opposing team's offence;
- ◆ perform the attack techniques over an opponent's team;
- ◆ apply the basic rules of handball while playing small sided games;
- ◆ perform advanced handball skills and,
- ◆ demonstrate respectful communication skills

The transition from a small-sized court to a full-sized court may occur according to learners' readiness and school conditions. When moving to an official court, space increases greatly (three times bigger than a standard mini handball court), so it is essential to increase the number of players as well. Therefore, it is recommended to progress to the 6v6 game form. Please note that the full version of the game is much more space restrictive and complex, as there are two more players.

Advanced skills focus on the system of play developed by individual players. These individual skills have to be transferred to the wholesome tactic of the team as defense and attack.

7.3.1. Defense

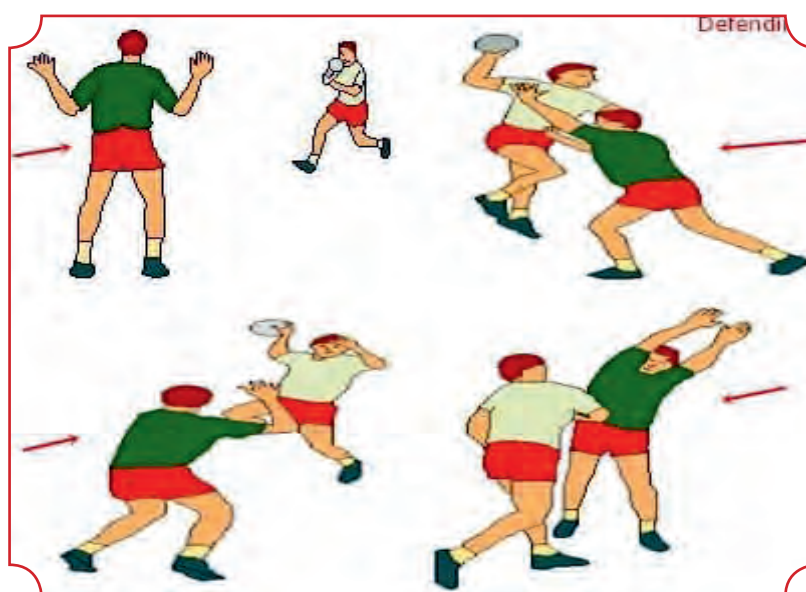


Figure 7.5 Defensive action

Defense is a team concept. In team handball, defensive players usually shift as a unit. The defense is trying to control and protect space. The defense should always:

- ◆ Step out to meet offensive players;
- ◆ Stay between opponents and goal;
- ◆ Recover to 6-meter line diagonally and,
- ◆ Move-in reaction to the ball.

Defensive tactics such as the help triangle take over and passing, and switching players are very familiar because they are terms and tactics used in basketball too.

There are varieties of team defense all based on simple defensive tactics. The most commonly known defenses are 6-0, 5-1, 4-2, 3-2-1. There always be an advantages and a disadvantage whenever you select one.

N.B: These defensive tactics need picture illustrations

7.3.2. Offence

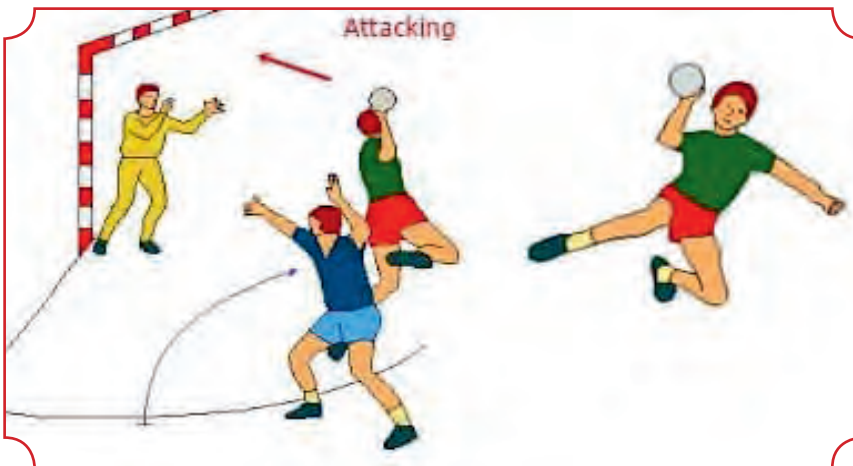


Figure 7. 6 Attacking action

Game concepts are made up of the use of individual skills. Shooting is one of the most enjoyable skills in the sport learning. How to put it all together on a team will allow players to experience success as a team. Using offensive tactics, players will utilize individual skills to create defensive imbalances.

Offensive players' responsibilities are:

- ◆ always be a threat to shoot;
- ◆ attack gaps using fakes to draw two players (overload) and,
- ◆ maintain ball possession to organize an attack.

Activity 7.1 (practical exercise)

- 2 line passing

- 1 ball

Passing, Attacking

Get in to in pairs and perform the different passes listed below.

- Overhead pass;

- Wrist pass

- Jump pass

When you do passes always look ahead and keep your heads up.

Activity 7.2 (Practical exercise)

◆ 1 ball per group, cones

◆ 3v3 attack

Form groups consisting of three members and perform the following activities:

- ◆ Set up an area of play with cones on the floor approximately 6 meters. Designate 3 defenders, and place 3 offensive players in the backcourt position;
- ◆ LB (left-back), CB (center-back) and RB (right-back) on signal the attacker begin. Offensive players use all attacking movements, but do not shoot until a signal is given.
- ◆ The defense is passive and may only block shot.

Activity 7.3 (Practical exercise)

Game play 6 v 6, with 3:2 offensive formations

Form groups, play to practice offensive tactics:

- ◆ adaptation to official court;
- ◆ ve and defensive playing skills;
- ◆ development of game phases;
- ◆ expansion of offensive and defensive teamwork;
- ◆ consolidation of offensi
- ◆ functional strength training.

Activity 7.4 (Practical exercise)

Game play 6v6 with 2:3 offensive formations

Forming groups, play to practice offensive tactics:

- ◆ introduction of pivot tactical role and teamwork with exterior attackers;
- ◆ development of team tactics and strategy;
- ◆ consolidation of previously introduced playing skills;
- ◆ functional strength training.

Activity 7.5 (Practical exercise)

Handball

By forming modified smaller team like groups, play full court to practice pressuring defense:

- ◆ introduction to team handball;
- ◆ development of game phases;
- ◆ defense: pressuring defense (3:3, 5:1 or 3:2:1) and,
- ◆ offence: 3:3 formations. Functional strength training

Unit review

Check list competencies given below are expected to be achieved in this unit by students. Students are required to respond by saying “Yes” or “No”. Put a tick (✓) mark under “Yes” column if you are able to perform the competency or put a tick (✓) mark under “No” column if you are unable to perform the competency. This would help to evaluate yourself and you can revise the parts of topics for which the competencies are not met.

No	Can I	YES	NO
1	Identify the basic rules of handball.		
2	Use hands, legs and torso for goal saves.		
3	Catch, deflected and knock down shots.		
4	Organize defensive tactics to deter opposing team's offence.		
5	Develop an attack over an opponent's team.		
6	Apply the basic rules of basketball while playing small sided games.		
7	Perform advanced handball skills.		
8	Apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve games that involve everyone.		
9	Demonstrate respectful communication skills.		
10	Apply cooperative participation in activities.		
11	Select responsibility for various roles while participating in games.		

Unit Summary

Rules provide an agreement of understanding in competition. The rules of a game apply to players, coaches, and officials as well. Sport rules prevent injuries during practice and in a game. In a handball game, goalkeepers can touch the ball with any part of the body while in the act of defending inside the goal area. Goalkeepers may move without any restriction, except for a 5-seconds count to release the ball.

Throw-in is taken without a whistle signal from referees, by the opponent of the team whose player last touched the ball before it crossed the line. An official court is three times bigger than the standard mini-handball. Defending player usually shift as a unit. The most commonly known defense are: 6-0, 5-1, 4-2, 3-2-1. Using offensive tactics, players will utilize individual skills to create defensive imbalance.

A goalkeeper influences the game and also the final result. If one is interested to be a goalkeeper, he/she must be very fit, bold and self-controlled. General and specific conditioning is the basis on which technical skills can be taught. A successful start of the fast attack depends on the goalkeeper's fast throw. A goalkeeper can leave the goal area and take a part in the attack.

Unit review

II. Choose the best answer from the given alternatives

1. In a situation, where a teammate has no one to the ball, who else can make possible pass for him?
 - A. The left wing player
 - C. The goalkeeper
 - B. The right wing player
 - D. The center
2. Which type of pass allows the players from opposite team to go back to their positions and ready to defend?
 - A. The long slow pass (the lob pass)
 - C. The fast long pass
 - B. The upper-hand passes
 - D. The short fast pass
3. A successful fast attack depends on players' _____.
 - A. Feinting ability
 - C. Goalkeeper's goal saving ability
 - B. Dribbling ability
 - D. Players' correct decision and precise passes
4. One of the rules for goal keepers to remember during the defensive phase is _____.
 - A. Stand relaxed with hands crossed around his chest.
 - B. Stand to one of the goal side supporting the goal post.
 - C. Position between the goal and a defending teammate.
 - D. Time the action correctly.
5. One of the offensive player's responsibility is:
 - A. Always be a threat to shoot.
 - B. Attack a blocked area by defending players.
 - C. Maintain position to organize defense.
 - D. Wait for coming ball to shoot.

UNIT EIGHT

SELF-DEFENCE AND SPORT ETHICS



Introduction

It is remembered that in your grade 9 self-defense lesson, you have learnt the essence and major rules of self-defense. It is believed that the introduced and practiced lesson have helped you in developing your awareness and your ability to maintain personal safety.

In this unit you will learn ethical values in relation to self-defense and sport practices. The meaning and significance of the ethical value in performing self-defense will also be discussed. Moreover, some of the advanced self-defense techniques will be discussed, illustrated and practiced. This will help you develop your self-confidence through identification and avoidance of various threats and defense and withdrawal if physical violence cannot be avoided.

Unit learning outcom

At the end of this unit, you will be able to:

- ◆ appreciate ethics of self-defense;
- ◆ understand principles and rules of self-defense;
- ◆ know conflict resolution techniques;
- ◆ demonstrate interest to apply basic rules and principles of self-defense and,
- ◆ adapt interest to practice-advanced techniques of self-defense.

MAIN CONTENTS

8.1 Ethics on sport and self-defense

8.2. Basic conflict resolution techniques

8.3 Advanced self-defense techniques and rules

Key words

Sport, Ethics, Self-Defense, Conflict, Conflict Resolution, Escape, Grappling, Strike, and Throw

8.1. Ethics in sport and self-defence

Learning competency

At the end of this lesson, you will be able to:

- ◆ explain why it is important to consider ethics in sport and self-defense;
- ◆ identify the place of ethics in sports and self-defense and,
- ◆ perform self-defense skills

Start-up activity

- ◆ What do you know about ethics?
- ◆ How do you explain self-defense?
- ◆ What do you think is the place of ethics in sport?

Sport is a human activity that contributes to the holistic development of individuals. It is recognized as an individual activity that offers the opportunity for self-knowledge, self-expression and fulfillment of personal achievement; skill acquisition and demonstration of ability; enjoyment, good health and well-being. Sports also engage us in a collective effort to pursue human excellence. It provides us with an opportunity for social interaction. It is a source of pleasure, but more than that, sports inspires, brings cultures together, and can bridge social divides. Sports can enrich society and foster friendships between nations. Sports is also responsible for the application of rules and for adherence to values such as ethics, mutual respect, solidarity and fair play

The term ethics is derived from the Latin word “ethos” which means character. Ethics is the set of moral principles that guide a person’s behavior. These moral codes are shaped by social norms, cultural practices, and religious influences. Moreover, ethics reflect beliefs about what is right, what is wrong, what is just, what is unjust, what is good, and what is bad in terms of human behavior.

In view of the above, sport ethics is a positive concept that guides human action in sports. It is defined as the code of conduct for promoting and ensuring healthy sporting practices. Sport ethics signifies not just a certain form of behavior but also a particular way of thinking. It promotes fair play among children and young persons via educational and preventive measures and encourages the dissemination of good practices to promote diversity in sport and combat all forms of discrimination.

The code of sport ethics applies to all levels of skills and commitment, recreational activities as well as a competitive sport. It involves the elimination of all types of negative behaviour on and off the field. Commonly described as six pillars of fair play, standards are integral elements of all sports activities and apply to all levels of ability and commitment, including competitive sports as well as self-defense. These are trustworthiness, respect, responsibility, fairness, caring and citizenship.

Activity 8.1

- ◆ Can you tell the class about the day you played “fair play” with your team or friends?
- ◆ Do you know players who are national heroes known for their humbleness and fair play?

Self-defense and martial art have adopted their ethical codes from ancient societies. Most ancient codes base their teachings on humility, honesty, bravery, compassion, sincerity, loyalty and devotion to families, friends, and country.

Any worthwhile accomplishment requires a certain amount of dedication, effort and discipline. This is no less evident in self-defense. Every aspect of self-defense requires the harmonization of the mind and body. This harmonization is achieved through mental focus and concentration combined with proper respiration and accurate physical techniques.

Focused self-defense practitioners should accept a philosophy of non-violence – this is to mean that physical confrontation should be avoided whenever possible. The use of force is regarded only in self-defense or in the defense of those who are defenseless. It does not ignore meaningless enmity, foolish stunts, and intimidation of others, violent behavior, criminal activities, and any addictions. The self-defense practitioner displays this courage in the use of his skills to satisfy the demands of ethics, and in defense of his country or fellow human beings against unreasonable forcefulness, to the point of supreme self-sacrifice, if ethics in self-defense manifests itself mainly in the following ways:

Humbleness: All who have great accomplishments also display great humility. This is because, without humility, no one is capable of learning. The more humble a person is, the more willing he is to learn. This is the prerequisite to the attainment of knowledge. “As an empty cup can be readily filled, an open mind is sure to learn”.

Courage: The willingness to stand up for truth and justice is a traditional virtue in self-defense. The courage spoken of here is a higher kind of courage. It is the courage of self-sacrifice, of standing up for the truth, regardless of what the odds are or what the cost may be.

Integrity: A true self-defense practitioner must have a high moral character, be open, forthright and honest. He should never be intimidated by power, corrupted by money, nor weakened by desire.

Respect: Respect and sensitivity toward others have a strong effect on personal relationships, both at work or at school, and with friends and family. Along with the mental connection and respect for others comes an awareness of others and their needs.

Everyone has the right to defend himself; however, the self-defense practitioner must be guided by ethical motives, with the intention to defend himself without hurting others.

8.1.1. The importance of self-defence

The safety of students is at the top of any country's government, schools', parents', teachers' and school community priority list which is why self-defense lesson is a critical component of every student's education. In addition, to improve student's safety, there are several other benefits of good quality self-defense training.

A. Life skills

School is a deliberately sheltered environment where students can safely explore their boundaries and make mistakes. In the world outside school, the safety barriers are weak, yet many pupils do not moderate their behavior accordingly. Understanding the various threats, including various attacks and how to identify them early (and thus avoid them) is an important first step.

B. Confidence and personal security awareness

Youth in school today have far more confidence than their parents at the same point in their lives. This confidence is, in many cases, not backed up by the awareness and ability to maintain personal safety leading to a vulnerability gap that can often be exploited. Comprehensive self-defense training develops real confidence that is backed

up by mental and physical capability, without creating arrogance or the need to show off the newly acquired skills. Self-defense training should be based on identification and avoidance in the first instance and defense and withdrawal if physical violence cannot be avoided.

C.Improved Attendance

Some students miss school for all sorts of reasons: some are to do with bullying or the fear they encounter getting to school in the first place. Students who are less fearful are more likely to attend school and will be less distracted when at school.

D.Reduced bullying

With increased confidence, improved physical defense ability and a better understanding of individual rights, potential victims of bullying are more likely to stand up to the perpetrators and have the ability to protect themselves if necessary. In addition, those considering exerting physical control over another will understand the potential sanctions they are opening themselves up to, but also that they may lose the engagement. In the vast majority of cases, some aggressive students who take up the study of martial arts or similar, become calmer because they have an outlet for their stress. Sometimes this may not hold because it may usually indicate the poor guidance of their instructor, so it is important that schools are careful to choose reputable teachers to deliver self-defense training.

E. Mental resilience

Mental health is a hot topic in schools but developing mental resilience can be a daunting subject to deliver. Self-defense training is a great vehicle for addressing how to deal with high-stress situations. Various techniques are available for dealing with potentially dangerous encounters such as visualization and breathing – which have other benefits from reducing stress and enhancing restful sleep, to maintaining cognitive performance and improving exam results. The latter is the primary focus for parents, students and schools alike.

F. Health and safety compliance

Schools must comply with health and safety school policy. This requires controlling all risks, including the risk of violence by reasonable training, information, instruction and supervision. Self-defense training is a relatively cheap, easy and effective method to achieve this compliance and when taught well – is enjoyable for the students.

8.1.2. The benefit of self - defense classes for high school students

Individual wellbeing and security are one of the important essential human needs. With regards to children, the issue of wellbeing couldn't be increasingly appropriate given the surroundings that we live in. Violations and savagery against students are expanding continuously.

Such attacks cause many students to freeze with fear and surprise. They do not know what to do, but self-defense classes can help as remedy of these concerns. Being able to protect your –self in all situations is a confidence booster as much as it is a reassurance. The noteworthiness of self-defense classes in Ethiopian secondary schools are listed below:

A. Raises self-awareness and self-confidence in students

The primary thing, when we talk about self-defence, is certainly the way that it works massively to support up the certainty of the youthful, blameless students. A significant piece of any self-defence is changing the outlook and causing the student to have confidence in the quality that he/she contains. As any teacher will let you know, the self-defence exercises start from the psyche even before the physical strategies are found out. The point is to make the student progressively sure about himself/herself and guaranteed his/her capacities to ensure himself/herself from unanticipated threats.

B. A student can take on the role of a rescuer

A student prepared in self-defence need not depend on anybody to secure him/her. Truth be told, the student can himself/herself assume the ability of a rescuer if the need emerges. Helping other people in their misery is a noteworthy piece of self-defence learning. A student with adequate practice will never be a detached observer when anything inappropriate happens directly before him/her.

C. Self-defence is the pathway to a fit and healthy lifestyle

Be it Kung Fu, Karate, or Taekwondo, any sort of self-defence learning guts a ton of strenuous physical activity. A definitive outcome is found in the child having a fitter body and a sound way of life. Self-defence does the two-overlay employment of expanding the quality and stamina other than keeping the individual dynamic. Students who take up self-defence classes from a very young age are known to be shielded from corpulence and higher performance under pressure.

D. A good way to empower the girl students

For a very long time in Ethiopia, girls have been kept as the subordinate residents with the conviction that the men should fight for and secure them if need be. Today's

women target breaking those excess, age-old thoughts and taking in self-defence since early on is a major advance towards that path. A young girl who can ensure herself and defend her and other's privileges need not rely upon others to keep her safe. In addition, tragic circumstances come unannounced, and when they do there is nobody around to help them when in trouble. Nonetheless, when she realizes how to protect herself, she doesn't have to search for any other person to act the hero in that situation. She becomes a heroine.

Specialists propose that it is never too soon to start self-defence classes for your students. He/she can begin taking in the essential moves from the age of eight or nine and the best possible training can start from when the child is around eleven years of age.

8.2. Basic conflict resolution techniques

Learning competency

At the end of this lesson, you will be able to:

- ◆ demonstrate conflict resolution skills through working with others;
- ◆ identify causes of conflict;
- ◆ practice conflict resolution skills and,
- ◆ describe basic conflict resolution techniques

Activity 8.2

Forming small groups, discuss your experiences of resolving conflicts.

1. Have you ever been involved in a conflict situation?
2. If your response to question number one is "yes" do you know the source of the conflict?

Conflict is intrinsic to social life. During the course of your activity as a student, it is highly likely that you will be involved in conflict situations. Many of these situations will consist of relatively minor incidents: for example, an exhibition of bad manners by a young person who turns his back on you when you are giving instructions about where and when you will be meeting for a self-defense practice.

Conflict is an inevitable social occurrence because human beings have widely varying needs, interests and viewpoints. When conflict is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. By learning the skills you need for successful conflict resolution, you can keep your personal and professional relationships strong and growing.

Self-defense training increases one's option and helps prepare responses to avoid, slow down, de-escalate, or interrupt an attack, and also empowers to secure peace and to prevent violence. It is important that the strategies and Skills deal with the potential violence from acquaintances and intimates, not only strangers.

Conflict arises from differences. It occurs whenever people disagree over there:

- ◆ values, perceptions,
- ◆ motivations, desires
- ◆ ideas,

Sometimes these differences look trivial, but when a conflict triggers strong feelings, a deep personal and relational need is at the core of the problem—a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy.

In personal relationships, a lack of understanding about differing needs can result in distance, arguments, and breakups. In school conflicts, differing needs are often at the heart of bitter disputes. When you recognize the legitimacy of conflicting needs and become willing to examine them in an environment of compassionate understanding, it opens pathways to creative problem-solving, team building, and improved relationships. When you resolve conflict and disagreement quickly and painlessly, mutual trust will flourish. Some of the conflict resolution techniques are the following.

8.2.1. Successful conflict resolution depends on your ability to:

◆ *Manage stress while remaining alert and calm.*

By staying calm, you can accurately read and interpret verbal and nonverbal communication.

◆ *Control your emotions and behavior.*

When you are in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.

Pay attention to the feelings being expressed as well as the spoken words of others.

◆ *Be aware of and respectful of differences.*

By avoiding disrespectful words and actions, you can resolve the problem faster.

8.2.2. Healthy and unhealthy ways of managing and resolving conflict

Conflict triggers strong emotions and can lead to hurt feeling, disappointment, and discomfort. When handled in an unhealthy manner, it can cause irreparable rifts, resentments, and breakups. But when conflict is resolved in a healthy way, it increases our understanding of one another, builds trust, and strengthens the bonds of our relationship.

Unhealthy responses to conflict are characterized as:

- ◆ an inability to recognize and respond to matters of great importance to the other person;
- ◆ explosive, angry, hurtful, and resentful reactions;
- ◆ the withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment;
- ◆ the expectation of bad outcomes and
- ◆ the fear and avoidance of conflict.

Healthy responses to conflict are characterized as:

- ◆ the capacity to recognize and respond to important matters,
- ◆ a readiness to forgive and forget;
- ◆ The ability to seek compromise and avoid punishing and,
- ◆ a belief that resolution can support the interests and needs of both parties.

8.2.3. Four key conflict resolution skills

The ability to successfully manage and resolve conflict depends on four key skills. Together, these four skills form a fifth skill that is greater than the sum of its parts: the ability to take conflict in stride and resolve differences in ways that build trust and confidence.

Conflict resolution skill 1: Quickly relieve stress

The capacity to remain relaxed and focused in tense situations is a vital aspect of conflict resolution. If you don't know how to stay centered and in control of yourself, you may become emotionally overwhelmed in challenging situations. The best way to rapidly and reliably relieve stress is through the senses: sight, sound, touch, taste, and smell. But each person responds differently to sensory input, so you need to find things that are soothing to you.

Conflict resolution skill 2: Recognize and manage your emotions

Emotional awareness is the key to understanding yourself and others. If you don't know how you feel or why you feel that way, you won't be able to communicate effectively or smoothly over disagreements. Although knowing your own feelings may seem simple, many people ignore or try to sedate strong emotions like anger, sadness, and fear. But your ability to handle conflict depends on being connected to these feelings. If you're afraid of strong emotions or if you insist on finding solutions that are strictly rational, your ability to face and resolve differences will be impaired.

Conflict resolution skill 3: Improve your nonverbal communication skills

The most important information exchanged during conflicts and arguments is often communicated nonverbally. Nonverbal communication includes eye contact, facial expression, and tone of voice, posture, touch, and gestures. When you're in the middle of a conflict, paying close attention to the other person's nonverbal signals may help you figure out what the other person is really saying, respond in a way that builds trust, and get to the root of the problem. Simply nonverbal signals such as a calm tone of voice, a reassuring touch, or a concerned facial expression can go a long way toward defusing a heated exchange.

Conflict resolution skill 4: Use humor and play to deal with challenges

You can avoid many confrontations and resolve arguments and disagreements by communicating in a playful or humorous way. Humor can help you say things that might otherwise be difficult to express without creating a flap. However, it's important that you laugh with the other person, not at them. When humor and play are used to reduce tension and anger, reframe problems, and put the situation into perspective, the conflict can actually become an opportunity for greater connection and intimacy.

Managing and resolving conflict

Managing and resolving conflict requires emotional maturity, self-control, and empathy. It can be tricky, frustrating, and even frightening. You can ensure that the process is as positive as possible by sticking to the following conflict resolution guidelines:

Make the relationship your priority.

Maintaining and strengthening the relationship, rather than “winning” the argument, should always be your first priority. Be respectful of the other person and his or her viewpoint.

Focus on the present

If you're holding on to old hurts and resentments, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the here and now to solve the problem.

Pick your battles

Conflicts can be draining, so it's important to consider whether the issue is really worthy of your time and energy. Maybe you don't want to surrender a parking space if you've been circling for 15 minutes. But if there are dozens of spots, arguing over a single space isn't worth it.

Be willing to forgive

Resolving conflict is impossible if you're unwilling or unable to forgive. Resolution lies in releasing the urge to punish, which can never compensate for our losses and only adds to our injury by further depleting and draining our lives.

Know when to let something go

If you can't come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on.

8.2.4 Fair fighting: Ground rules

Though, there is no rule for street fight, one has to respect these fair fight ground rules for sympathy.

💧 Remain calm

Try not to overreact to difficult situations. By remaining calm it will be more likely that others will consider your viewpoint.

💧 Express feelings in words, not actions

Telling someone directly and honestly how you feel can be a very powerful form of communication. If you start to feel so angry or upset that you feel you may lose control, take a "time out" and do something to help yourself feel steadier.

💧 Be specific about what is bothering you

Vague complaints are hard to work on.

💧 Deal with only one issue at a time

Don't introduce other topics until each is fully discussed. This avoids the "kitchen sink" effect where people throw in all their complaints while not allowing anything to be resolved.

💧 No "hitting below the belt"

Attacking areas of personal sensitivity creates an atmosphere of distrust, anger, and vulnerability.

💧 Avoid accusations

Accusations will cause others to defend themselves. Instead, talk about how someone's actions made you feel

💧 Don't generalize

Avoid words like "never" or "always." Such generalizations are usually inaccurate and will heighten tensions.

💧 Avoid “make believe”

Exaggerating or inventing a complaint or your feelings about it will prevent the real issues from surfacing. Stick with the facts and your honest feelings.

💧 Don't stockpile

Storing up lots of grievances and hurt feelings over time is counterproductive. It's almost impossible to deal with numerous old problems for which interpretations may differ. Try to deal with problems as they arise.

💧 Avoid clamming up

When one person becomes silent and stops responding to the other, frustration and anger can result. Positive results can only be attained with two-way communication.

When people are upset, the words they use rarely convey the issues and needs at the heart of the problem. When we listen for what is felt as well as said, we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us.

💧 Being a better listener:

Activity 8.3

- ◆ Have you ever observed yourself? Reflect on how good a listener you are.
- ◆ Reflect how you feel when people did not listen to you properly.
- ◆ Listen to the reasons the other person gives for being upset.
- ◆ Make sure you understand what the other person is telling you—from his or her point of view.
- ◆ Repeat the other person's words, and ask if you have understood correctly.
- ◆ Ask if anything remains unspoken, giving the person time to think before answering.
- ◆ Resist the temptation to interject your own point of view until the other person has said everything he or she wants to say and feels that you have listened to and understood his or her message.

8.3. Advanced self-defence techniques and rules

Learning competency

At the end of this lesson you will be able to:

- ◆ describe the values of self-defence;
- ◆ demonstrate interest to apply the rules in principles of self-defence in real life and
- ◆ practice the correct technique of self-defence.

Activity 8.4

- ◆ Have you ever been involved in a physical confrontation?
- ◆ If so how did you manage to resolve it?

8.3.1. Advanced Escape

Most attackers look for someone who appears weak, easily intimidated and already fearful. Here are some escape tactics to help you feel more confident.

1. The throat

Strike the throat with “V” of your hand or grab his windpipe and squeeze it, so that he cannot breathe.



Figure 8. 1 Strike the throat

2. The face (the eye and the nose)

This is the most sensitive part of the body. The bone in the nose is fine and easily broken. Hurting your attacker's eye will cause a loss of sight for a short time, giving you an opportunity to escape.

◆ Bottom fist strike

- ◆ With your hand in a fist, strike his nose,



Figure 8. 2 Bottom fist strike

Thumb gouge

- ◆ Grab his head securely, then push the thumbs to the inside corner of his eyes. Take your thumbs the outside across the eyes.



Figure 8. 3 Thumb gouge

Palm heel strike

- ◆ With the hand in a paw-like position, strike nose with bottom of the palm. Where it is strongest, but be careful, that can kill someone.



Figure 8. 4 Palm heel strike

3. The knee

Your legs have some of the strongest muscles in your body, and are a great weapon, but do not kick above unless you have a shot at the groin. The attacker will have complete control if gets a hold of your leg.

- ◆ Drive your heel into the shine or the knee.
- ◆ Kick and bring your leg back quickly.
- ◆ Get ready to kick again if necessary.
- ◆ Turn your body sideways.
- ◆ Put your weight on the rear foot, with the foot turned at about a 45-degree angle.



Figure 8. 5 Striking the knee

4. Shin scrap, Stomp

If the attacker is behind you, or you cannot reach the knee, this method will work.



Figure 8. 6 Shin scrap, Stomp

5. The groin

- ◆ Knee, punch or kick in the groin.
- ◆ Kicking or hitting from below has less chance of being blocked than from straight on.



Figure 8. 7 Kick in the groin

8.3.2. Advanced Strikes

1. *Horizontal high elbow strike*

Starting Position: Modified passive stance, with your hands, rose up to face height.

Bring your right hand (either in a fist, or open with slightly bent fingers) into your shoulder, creating a firm bend in your elbow.

Sharply swing your elbow out horizontally in front of you to make contact with your target's face or throat. Strike with the point just below the tip of your elbow, pivoting as you strike to generate more power.



Figure 8.8 Horizontal high elbow strike

Recoil and return to starting position.

2. *Roundhouse kick*

A round kick is, essentially, a front kick that “rolls over” at the last minute. Like the regular front kick, the round kick uses your instep or shin as the striking surface. In a more advanced version, you make contact with the ball of your foot. Round kick can be made to the side of an opponent's knee joint, thigh, ribs, or even head, although we do not emphasize high kicks

Starting Position: Left-leg-forward fighting stance



Figure 8. 9 Roundhouse Kick

- ◆ Swing your right leg forward, bending your knee. Roll your hip over.
- ◆ Snap out your foot while pivoting quickly on your left foot. Strike with your shin.
- ◆ When you make contact, your knee should still be slightly bent. This lets the motion penetrate the target, and also protects the knee against hyperextension.
 - ◆ Remember: You should be able to land forward with control or bring your foot back into a fighting stance.
 - ◆ Variation: It is possible to strike with the top of the foot or ball of the foot.

8.3.3. Advanced grappling

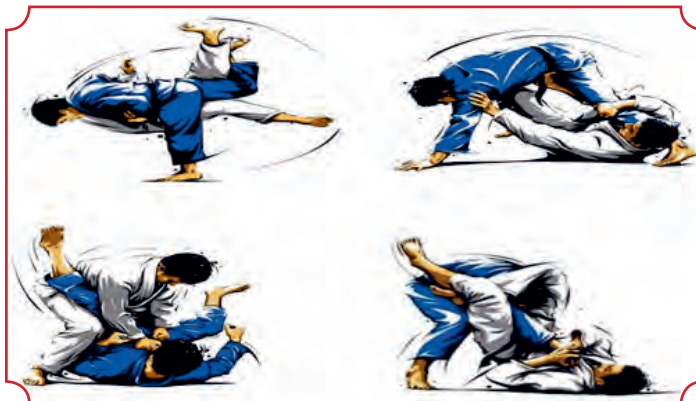


Figure 8.10 Advanced grappling

- ◆ Grappling, in hand-to-hand combat, describes sports that consist of seizing the attacker. Grappling is used at close range to gain a physical advantage over an attacker, either by imposing a position or causing injury.
- ◆ Grappling and submission techniques should be only practiced under the supervision of a teacher in order to prevent injuries and to ensure the proper technique is utilized. In addition, all self-defense techniques and practices should be used safely and responsibly.

Some of these grappling techniques are very dangerous like, the Rear Naked Choke if done improperly during training. Here is the most common takedown grappling technique effective against tall attackers the double leg takedown.

A. Double leg take down:

- ◆ keep the distance,
- ◆ cover head and step in as they punch,
- ◆ head on the side of their front foot,
- ◆ connect your neck to their front hip with good posture,
- ◆ grab the legs below the attacker's hip,
- ◆ when neck connects
- ◆ tuck both wrists behind the knees of the opponent and drive forward with your shoulder,
- ◆ attacker break fall

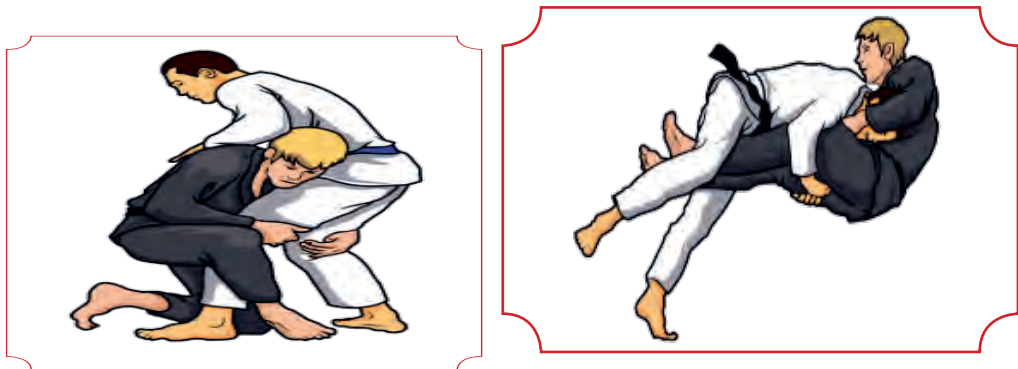


Figure 8. 11 Double leg take down

B. Hip throws to arm lock

As you and your attacker are locked in a position battle:

- ◆ Send your right arm deep inside your attacker's left armpit;
- ◆ Simultaneously trapping your attacker's right arm with his left armpit;
- ◆ Quickly step in with your right foot and turn your body in front of your attacker as you hook your right arm under the attacker's armpit using it to lift the attacker for a hip throw

N.B that you are still controlling the attacker's right arm by grabbing it with your own left hand tapping the attacker's hand with your armpit,

- ◆ you have your hip squared and under the attacker's hip for the proper throw'
- ◆ execute the hip throw by extending your legs and throwing the attacker over your body;
- ◆ pulling the attacker's right arm across and driving his own arm forward;

Again notice that you still have the attacker's hand trapped with your armpit.

- ◆ As you dropped the attacker to the ground, you set up the arm lock.

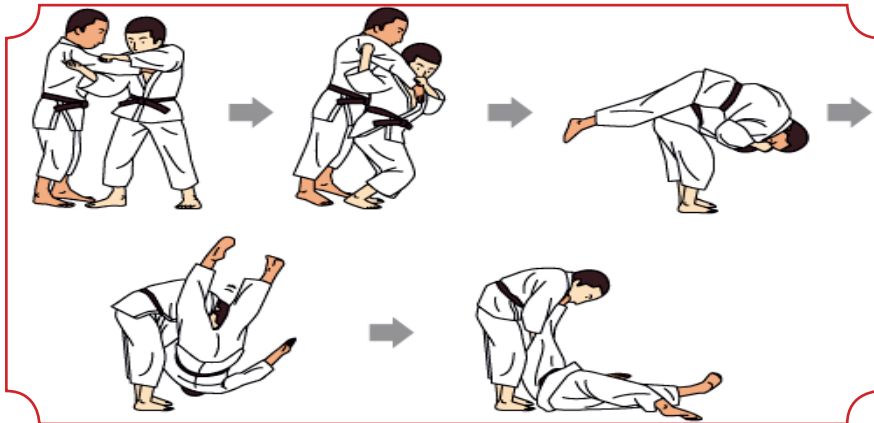


Figure 8. 10 The hip throws to arm lock

Unit summary

The following are the main points from the unit.

Sport is recognized as an individual activity that offers the opportunity for self-knowledge, self-expression and fulfillment of personal achievement. Ethics is the set of normal principles that guides a person's behavior. Ethics reflects beliefs about what is right, what is wrong, what is just, what is unjust, what is good and what is bad in terms of human behavior.

Ethics is self-defense manifests itself in humbleness, courage, integrity and respect. There are several benefits of good quality self-defense training in schools include: life-skills, confidence and personal security awareness, improve attendance and reduce bullying, mental resilience, health and safety compliance.

Conflict is an inevitable social occurrence because human beings have widely varying needs, interests and viewpoints. Conflict arises from differences in overvaluing, motivations, perceptions, ideas, and desires. When conflicts and disagreements are resolved quickly and painlessly, mental trust flourishes.

A healthy response to conflict is characterized by a readiness to forgive and forget. Conflict resolution skill includes: quickly relieve stress, recognize and manage emotions, improve non-verbal communication and using humor and play to deal with challenges.

Be a good listener, one has to listen to the reasons the other person gives for being upset. A self-defense practitioner's philosophy should be to avoid physical confrontation whenever possible. Most attackers look for someone who appears weak, easily intimidated and already fearful.

Unit review

Check list competencies given below are expected to be achieved in this unit by students. Students are required to respond by saying “Yes” or “No”. Put a tick (✓) mark under “Yes” column if you are able to perform the competency or put a tick (✓) mark under “No” column if you are unable to perform the competency. This would help to evaluate yourself and you can revise the parts of topics for which the competencies are not met.

No	Can I	YES	NO
1	Explain why it is important to consider ethics in sport and self-defence.		
2	Recognize the place of ethics in sports and self-defense.		
3	Cultivate their own moral values.		
4	Describe the values of self-defence.		
5	Demonstrate interest to apply the rules in principles of self-defence in real life situations.		
6	Practice the correct technique of way outs of escapes; combine 2 strikes and 2 grappling techniques with correct stance.		
7	Explain why it is important to consider ethics in sport and self-defense.		
8	Demonstrate respectful communication skills.		
9	Apply cooperative participation in activities.		
10	Demonstrate responsibility for various roles while participating in games and accept ideas from others.		

Review exercise on unit eight

Encircle the letter with the correct answer

1. A positive concept that guides human action in sports is _____.
A. Ethics C. Sport ethics
B. Resilience D. Courage
2. The sets of normal principles that guide a person's behavior is _____.
A. Ethics C. Sport ethics
B. Resilience D. Courage
3. To get a chance for escape, one of the tactics is to strike his nose with _____.
A. A hand in a fist C. Push one's thumbs to the inside
B. With the "V" shape of one's hand D. Palm heel strike
4. Which one of the following is NOT a conflict management technique?
A. Focusing on present C. Making relationships one's priority
B. Unable to forget D. Being emotional maturity
5. The most important exchange during conflict and argument is _____.
A. Refuse to touch C. Yelling up at someone
B. Turning one's back on others D. Communicate non-verbally

